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Cross Cultural Dimensions of Executive Life History Antecedents (Biographical Information).

Frank Paul Cassens

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CROSS CULTURAL DIMENSIONS OF EXECUTIVE
LIFE HISTORY ANTECEDENTS
(BIOGRAPHICAL INFORMATION)

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

in

The Department of Psychology

by

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ABSTRACT

Social scientists have used life history data for clinical, counseling, predictive and interpretive purposes as well as for theory building. Two major problems in the use of such data have been quantification and relating them to a given criterion. A relatively recent innovation has been the biographical information blank. While this approach has improved quantification it is still limited by empirical validity methodology used in constructing a biographical information blank.

Purposes of this study were to demonstrate that life history antecedents have an identifiable factor structure, that the dimensions of this factor structure are similar across different culture groups, and that manifest behavior responses used to describe these factors are different, despite the similarity of the factors.

Subjects for the study were 561 executives from a large international petrochemical corporation. One hundred and five were Americans working in the United States, 74 were Americans working in Latin America and 382 were Latin Americans working in their native country. The sample

of United States executives represents over 80% of the total available population of executives in a U. S. affiliate of the corporation; the 456 Americans working in Latin America and Latin Americans represents over 75% of available corporate population of executives in these countries.

A background survey form consisting of 62 continuous scaled items was administered to all executives; when administered to Latin Americans a Spanish translation of the form was used. Item responses were scored by a simple scaling method. A principal components factor analysis with an orthogonal rotation was the statistical technique used to analyze the data.

Ten factors were identified - nine of which were common to all three groups; the tenth was common to the Latin Americans and Americans working in the United States but was slightly different for Americans working overseas. The factors are:

1. Upward mobility through the means of educational achievement
2. Self-description in terms of the world of reality and concrete areas
3. Self-perception of personal ability and achievement in more abstract areas

4. Attitudes toward family
5. Interpersonal relations in social activities
6. Attitudes and orientation towards tasks
7. Self-sufficiency -- capacity to take care of one's self and personal life
8. Achievement through the use of conforming behavior (For Americans working overseas this was more of a straight achievement factor)
9. Rate of maturity
10. Physical and mental health

This study confirmed the hypotheses that factor dimensions do exist in life history antecedent data, that these factors are similar across different cultures, and that responses indicating specific manifest behaviors comprising the factors are different despite similarity of the factors.

INTRODUCTION

To many social scientists interested in the prediction of future behavior, it is a truism that the best predictor of future behavior is past behavior. Theoretical bases for this belief can be found in the works of Freud and Adler. (Hall and Lindzey, 1957). Freud was one of the earliest students of human behavior to attribute importance to a person's past in understanding his present behavior and predicting his future behavior. Adler developed the concept of "Style of Life" which emphasized the importance of past behavior and became a key concept in his systematic theory. According to Adler, an individual, very early in life, develops a system of principles which he uses for meeting life's situations; these principles - a Style of Life - arising out of a person's past determine his present and future modus operandi. Adler theorized that everything an individual does is aimed at attaining his ultimate goals; his behavior in pursuing these goals is determined by his "Style of Life". Once an individual's style of life is developed, which is usually by the age of five, he will assimilate and use his experiences and environments

according to this style of life. Thus Adler hypothesizes that knowledge of past behavior is a prerequisite for predicting future behavior.

While other theoreticians, such as Lewin, (1951) have placed more emphasis on the importance of current environmental events in determining behavior, they all recognize that knowledge of past behavior is necessary for a full understanding of behavior.

A rich source of knowledge of past behavior is historical biographical information. This includes data from such life areas as home, family, community, religious, economic, educational, health, occupational and recreational, plus an individual's attitudinal feelings toward his experiences in these areas.

Methods for collecting data on a person's past typically have been the case study, interview and job application form. These techniques, while valuable, have the same basic weakness--a difficulty in quantification of obtained information and relating it to a given criterion; thus, it is not possible to tell how much importance should be placed on which aspects of past behavior for understanding which types of future behavior.

Further, these techniques have roots in the

psychology of individual differences. They have, therefore, stressed the differences among people and have overlooked the similarities among people. It may well be that to understand human behavior in a manner that permits psychology to make a valuable contribution to man's problems in dealing with his various environments, we must know how men are alike. Specifically, what are the meaningful behaviors men have in common as they make their way in life from conception to death. The value of studying the psychological similarities of men has not been nearly as well explored as their differences. An exemplary illustration of the type of difficulties the stressing of individual differences has led to is the controversy over whether psychological tests should be "culture fair" or "culture free" (Anastasi, 1961, Cronbach, 1960, Freeman, 1955). If psychological measuring instruments were dealing with dimensions that were common to all relevant cultures with which the instrument is to be used, i.e., the cognates of these cultures, the question of whether they should be "culture fair" or "culture free" would be irrelevant.

As an attempt to answer the problem of assigning statistical values to behavior responses in terms of their

magnitude of importance for predicting future behavior, three different techniques have been developed: one method is the construction of an application form based on empirically determined validities of responses listed on such a form (generally called a weighted application blank); the second method is the patterned or structured interview; a third is the case history method. A comparison of these approaches for collecting data about past behavior reveals their differences.

The statistically constructed application form is empirically validated for a specific job in a specific situation. Numerous studies have been done with empirically weighted responses on application forms demonstrating their validity for predicting job success. (Ohmann, 1941; Bills, 1950; Kerr and Martin, 1949; Kurtz, 1948; Yoder, 1956; Buel, 1965).

The patterned interview covers broad areas of a person's life and gives scaled scores for these areas; these scores are globally evaluated for any job in any situation. The patterned interview validity has been studied by McMurry, (1947).

The case study requires collection of a large amount of personal information, most of which is used

in varying degrees, depending on each practitioner's theoretical framework. In general, its use is for clinical diagnostic, therapeutic and prognostic purposes. Case histories are difficult to interpret or reproduce since no consistent, quantifiable framework is provided for all users; nor are all users equally competent in interpreting case history data.

It can be seen that these three approaches to life history data have the limitation of not being sufficiently mathematically scaled so as to be statistically interpretable for reliability, validity, predictiveness and psychological generalization. While the empirically constructed application form has a low level of quantification it has very restricted use beyond the specific situation for which it is constructed and there is very limited understanding as to why it has predictive validity. To meet a need for a quantifiable technique for handling personal history data and to develop an approach that would have more general usefulness, the United States Army, during World War II, developed the Biographical Information Blank (BIB) as a predictive instrument; its initial use in the military was for predicting success in officer candidate school.

History of Biographical Information Blank

An early use of biographical information was to predict the success of salesmen. (Goldsmith, 1922; Kornhauser and McMurtry, 1941; Kurtz, 1941). Following World War II Bittner, (1945) used the B.I.B. to predict college entrance and H. M. Johnson (1946), pointed out the potential values of biographical information in the detection and treatment of accident prone drivers.

A Biographical Information Blank usually deals with factual information, but it can also cover preferences, attitudes, interpretations of past experiences and feelings of adjustment toward situations in which one has participated. The questionnaire, however, is not designed, nor intended to be used, for the measurement of personality. Its primary assumption is that past behavior can be used to predict how an individual will behave in the future - either the immediate or long range future. Items in a questionnaire usually are multiple choice versions of questions asked on an application form plus similar items of factual and attitudinal data normally obtained by an exhaustive case study.

A recent bibliography of biographical data (Owens

and Champagne, 1965) lists 190 studies which have been reported in the literature. In reviewing these studies it must be emphasized that a BIB is not a specific questionnaire--such as the Kuder Interest Record or the Strong Vocational Interest Blank - rather, it is a generalized term in the same category as an application form. Thus, there are as many different versions of a BIB as there are people or organizations that are interested in constructing them. Conceptually, BIB refers to a technique for quantifying biographical information about people; it is not a specific test. However, when reliabilities and validities of a BIB are reported they do refer to a specific instrument constructed for a specific situation, and are not representative of all BIB's. In constructing a BIB, items are selected on the basis of their empirically determined validity in predicting a stated criterion; items are retained in the scale depending on whether they contribute significantly to predicting a stated criterion.

Rundquist (1950) reports that a BIB used by the Army for selecting officer candidates had a Spearman-Brown reliability of .78 and validities of .45 and .55 for two different classes in one officer training

school.

Ghiselli (1955) reports that BIB data have been of value in predicting success in certain occupations. Super (1957, 1958, 1959, 1960, 1961) has utilized a biographical inventory for describing adjustment and predicting vocational success. Ehrle (1964) reports that biographical data can be used to classify rehabilitation clients as to employability; i.e., whether they are potential vocational successes or failures. Buel (1964) reports that biographical data were of value in predicting female clerical turnover, and even more significantly, biographical data used retained their significance even when applicants being selected were drawn from two presumably different populations. Buel (1964) concludes that this, "is encouraging and may lend support to the oft enunciated stability and reliability advantages of biographical data".

Chaney and Owens (1964) report that, "synthesized life history antecedents do present an empirically derived picture of selected aspects of engineering interest development"; they also stated that life history data have potential value in predicting

subsequent vocational interest. In this study Chaney and Owens (1964) utilized college engineering freshmen from one university.

Thomson and Owens (1964) selected 90 items from the Chaney and Owens study (1964) and factor analyzed these items. They found six factors and described them as: (I) Scientific Interest, (II) Social Leadership, (III) Urban Orientation, (IV) Intellectual Orientation, and (V) Management Orientation. A sixth factor contained too few significant loadings to be interpreted. Thomson and Owens (1964) concluded that factor V, Management Orientation, separated those with sales engineering interests from research engineering interests, research interest was heavily loaded with Intellectual Orientation, factor IV.

Thomson and Owens (1964) further hypothesized that, "there are certain factors arising from life history data which remain invariant from one population to another--i.e., that a factor observed in one setting may be similar to, or identical with, a factor arising from an entirely different situation and population".

To test the above hypothesis, Thomson and Owens

(1964) compared factors they obtained with factors obtained by Morrison (1961) using professional employees doing research in an industrial organization; they also compared those of Morrison (1961) with those obtained by Gilmer (1963) using senior citizens. One limitation of the Thomson and Owens (1964) study was that only eleven variables were common between Thomson and Owens (1964) study and Morrison's (1961), and only 16 were common between the Morrison (1961) and Gilmer (1963) studies. Thomson and Owens (1964) concluded from these comparisons that, "common life history factors do exist, notwithstanding the rather diverse populations and criteria of the three studies". They further state, "The importance of such common factors should not be minimized. Only when psychologists understand what it is that a parsimonious number of predicted variables are measuring will they be able to explore intelligently the growth and development of interest. When factors (from different studies) have been proved congruent, it will also be possible to compare criteria describing an entirely different group".

Thomson and Owens' (1964) study set the pattern for the present study. If it is true, as their study

implies, that life history factors are common across populations, this can be of tremendous importance in understanding behavior across cultures or subcultures. It implies that people can be identified with common biographical factors or styles of life history regardless of any culture group label applied to them. Identification of common life history factors would be of significant value to international organizations which operate in different cultures, yet must have an interlocking leadership to maintain some consistency of administration regardless of the degree of flexibility required by local conditions. Such a situation is found in large industrial organizations that operate across the entire international scene.

Executives in such large international industrial organizations because of their positions of leadership are of great significance. Most large international organizations which have their major headquarters in the United States have three groups of executives each of which is culturally different, yet each of which has a common culture, i.e., the culture of the organization. These three groups are (1) Americans working in the United States, (2) Americans working overseas, and (3)

Local nationals of the country in question working in the country of their origin. From results of the Thomson and Owen (1964) study, it would be predicted that biographical data of executives from these three different cultures would have similar factor structures.

In the area of cultural studies of this type, Whitehill (1964) compared employee attitudes of Japanese and American workers and concluded that they were different. Whitehill interpreted his results in terms of a theoretical framework of reciprocal role expectations of management and employees emphasizing that, "the nature of these expectations will be molded by the total environment within which this mutual evaluation takes place and will vary markedly from one culture to another". However, in examining his results doubt exists as to whether the dimensions of the cultures are different or outward behavior manifestations are different, or possibly it is merely a difference in degree. For example, most Japanese workers felt that management should provide a job for a worker until he dies or retires, whereas in the United States the largest number of workers thought that workers should have at least three months of job security if they become technically

unqualified for a job.

It can be argued that these are different cultural values, however, a strong position can also be taken that both groups of workers have a cultural dimension of economic security but the outward behavioral manifestations of this cultural dimension differ in degree.

Haire, Ghiselli and Porter (1963) used the questionnaire technique to sample motivations and attitudes of 3,500 managers in 14 countries. Their initial report dealt with the strength of five different types of needs proposed by Maslow (1954) in his need hierarchy theory. While there were some differences a significant finding was the similarity of need strengths of managers from country to country. This study had some limitations in that managers were from all types of companies and all types of industries and results were based on a mailed questionnaire. Despite these limitations the results highlight similarities that are found when one studies common factors in broad areas and categories of behavior rather than specific behavior manifestations.

Probably the most ambitious project in executive selection was that reported by Henry and Laurent, (1961-1962). Working in a large organization they undertook

a project to determine if person with potential ability to reach high management levels in an organization can be identified early in their company careers. They developed an empirical battery of tests which yielded consistently high reliability and validity in identifying "successful" from "less successful" executives. A major component of this test battery was a Biographical Information Blank. Their results indicated consistent validities for executives in different organizational functions and in organizational units inside and outside the United States. The battery, being empirically developed, did not lend itself to diagnostic or counseling uses; this was particularly true of the Biographical Information Blank. In this regard, Freeman (1955) stated, "The biographical-data method ... is a purely empirical procedure, in which an attempt is made to find the predictive value of each biographical datum with respect to 'success' in a specific position or in a type of occupation. It would indicate nothing about the person's abilities for the position, about his personality traits, or about the actual demands made of the position itself".

The present study was designed to test the Thomson-Owens (1964) and Haire, et. al., (1963) findings of

similarities among executives regardless of different cultures in which they function. In this study the same questionnaire was administered to executives who were members of the same industrial organization. This provided a more direct measure of the existence of common life history factors across diverse populations - a hypothesis Thomson and Owen (1964) stated as the result of comparing results of two different studies with a restricted number of variables. By collecting information directly from executives in the same industrial organization more meaningful data should result than that collected in Haire's (1963) study which used a mailed questionnaire with various international industrial organizations. This study will also attempt to answer Freeman's (1955) criticism concerning the lack of generalization of biographical data by demonstrating that biographical data have a common factor structure which yields meaningful interpretation beyond simple empirical validity for a specific situation.

Hypotheses

This study is designed to test the following hypotheses:

1. Life history antecedents of executives have a

factor structure.

2. This factor structure is not limited to or restricted by immediate or historical cultures in which executives live; i.e., executives from a large international organization will have similar factor dimensions in their biographical backgrounds regardless of whether they are Americans working in America, Americans working overseas or Latin American nationals working in their native country; the implication being that organizational culture is more important than national culture.
3. Factors that will emerge from executives' life history antecedents will be: (I) Early Maturity, (II) Upward Level of Aspiration, (III) Positive Self-Evaluation, (IV) Sound Relationship to Authority.

PROCEDURE

Survey Instrument

Sixty-two continuous scaled items selected from the Biographical Information Blank developed by Henry, Laurent, et. al., (1961) were administered to 561 executives in a large petrochemical organization. The items were presented in English or Spanish depending on the native language of the executive (Appendices A and B). The original form asked over 700 bits of information but only those items were selected for this study which were continuous and linear as these are requirements for computations of factor analysis. Responses in the original blank were empirically weighted depending on their contribution to prediction of executive success as measured by an organizational criterion but in this study they were scored as simple scaled responses.

The reliability of the total instrument has been estimated to be of the magnitude of .90 with validities of the magnitude of .80 against organizational criteria of management success (Social Science Report, 1961).

It is reasonable to assume that the reliability of these 62 items was of the same general magnitude, particularly since a large number of these items asked factual information--age, height, education, etc.

Subjects

Subjects were 561 members of the executive level of a large international petrochemical company. They worked at an organizational level which allowed them to initiate or implement policy decisions or plans that would effect overall company operations or philosophy. Functionally they served in either manufacturing, marketing, or general administration (such as a member of the Board of Directors).

Subjects in this study fell into three groups:

- 105 Americans working in the United States
- 74 Americans working overseas
- 382 Latin Americans working in their native country

Countries represented in the sample were: United States, Peru, Columbia, Puerto Rico, El Salvador and Nicaragua. Table I shows a sample breakdown by country of origin.

All data were collected during the second and third quarters of 1964. In order to insure consistency, the test battery, including the Biographical Information

Blank, was administered by professional examiners. The 105 Americans working in the United States represented over 80 per cent of the total available population of executives in a United States affiliate of the corporation. The 456 Americans overseas and Latin Americans working in their native country, represented over 75 per cent of available corporate executives in these countries at the time of testing. If allowances were made for vacations, sickness, official business absences, etc., voluntary exclusion from the sample was probably less than 5 per cent of the total available executive population.

TABLE I
NUMBER OF EXECUTIVES SURVEYED BY COUNTRY OF ORIGIN

	Latin Americans	Americans Overseas	Americans in. U. S.
United States	-	-	105
Peru	203	26	-
Columbia	140	27	-
Puerto Rico	18	3	-
El Salvador	8	1	-
Nicaragua	13	17	-
Total	382	74	105

Analysis

A 62 x 62 Pearson Product moment zero order inter-correlation matrix was computed for each sample. These matrices were factor analyzed using the method of principal components with an orthogonal rotation. All statistics were computed on an IBM 7090. Items with factor loadings of .25 or higher were used to identify factor structure. For each sample ten factors were identified, described and given appropriate mnemonic labels.

RESULTS

Item Statistics

Table II shows means and standard deviations for 62 items for each sample. These are only of significance for purposes of future research, because the purpose of this study was not to describe the differences, but the similarities of the populations.

The 62-item zero order intercorrelation matrices for each sample are shown in Appendices C, D and E. These are Pearson Product Movement Correlations.

Factor Structure

The most significant ten factors are presented in Tables III through XII. Each table lists those items that load on a factor with a factor loading of .25 or greater. The first seven factors had clear psychological meaning; it was more difficult to interpret the last three factors because they had a smaller number of items and these items had lower factor loadings, thus accounting for a small porportion of the variance.

Factor loadings in Tables III through XII show

TABLE II

BIOGRAPHICAL INFORMATION ITEM MEANS AND STANDARD
DEVIATIONS FOR THREE SAMPLES OF EXECUTIVES

Item No.	Latin Americans		Americans Overseas		Americans in U. S.	
	M	S.D.	M	S.D.	M	S.D.
1	3.9	1.2	4.6	1.1	4.6	1.1
2	3.3	1.6	3.0	1.7	3.2	1.7
3	2.2	1.1	2.7	1.2	2.9	1.3
4	3.9	1.3	3.3	1.4	2.8	1.4
5	1.8	0.6	1.9	0.6	1.8	0.6
6	2.0	1.0	2.5	0.9	2.3	0.8
7	1.9	1.0	2.1	1.0	2.2	1.0
8	3.0	1.5	3.3	1.4	3.1	1.3
9	3.6	0.9	3.5	0.9	3.6	0.7
10	4.9	2.0	5.2	1.7	5.8	1.5
11	2.1	0.8	2.4	0.8	2.1	0.8
12	3.6	1.6	3.6	1.3	3.3	1.2
13	2.4	1.0	2.6	1.2	2.7	1.1
14	2.0	1.1	2.3	1.1	1.9	0.8
15	1.7	1.2	1.8	1.1	2.2	1.0
16	1.2	1.0	1.1	0.8	1.6	1.0
17	2.1	1.9	2.7	2.0	3.4	1.7
18	2.8	2.1	2.5	1.9	2.6	1.7
19	2.0	1.9	2.1	1.9	2.2	1.6
20	1.2	1.2	1.5	1.3	2.2	1.2
21	1.0	1.0	1.7	1.3	2.4	1.1
22	1.6	1.2	1.9	1.2	2.4	1.3
23	2.1	1.7	2.5	1.7	3.3	1.5
24	1.7	1.5	2.2	1.7	2.3	1.4
25	3.8	2.6	3.9	2.6	4.3	2.2
26	1.3	1.0	1.5	1.1	2.0	1.0
27	1.8	1.6	2.0	1.7	2.6	1.7
28	1.8	1.8	2.1	1.8	2.7	1.7
29	4.6	0.9	4.0	1.3	3.8	1.1
30	1.5	1.1	2.4	1.6	2.4	1.4
31	3.1	1.0	3.1	0.8	3.1	0.8

TABLE II (CONTINUED)

BIOGRAPHICAL INFORMATION ITEM MEANS AND STANDARD
DEVIATIONS FOR THREE SAMPLES OF EXECUTIVES

Item No.	Latin Americans		Americans Overseas		Americans in U. S.	
	M	S.D.	M	S.D.	M	S.D.
32	2.4	1.1	2.2	0.9	2.0	0.9
33	2.0	1.1	2.2	1.1	2.0	0.8
34	3.3	0.9	3.5	0.9	3.4	0.8
35	1.9	1.0	2.3	1.1	2.2	0.8
36	1.7	0.9	2.0	1.0	2.2	0.9
37	3.1	1.0	3.2	0.9	3.0	0.9
38	2.8	1.1	2.8	1.1	2.6	1.0
39	2.7	1.2	2.6	1.1	2.7	1.0
40	2.8	0.8	3.4	0.9	3.7	0.8
41	2.6	0.9	3.2	1.1	3.2	1.1
42	1.7	0.9	2.1	1.0	2.4	1.0
43	3.0	0.7	3.5	0.6	3.7	0.5
44	2.8	0.9	3.4	0.9	3.4	0.9
45	2.5	0.9	3.5	1.1	3.6	0.9
46	2.6	0.9	2.7	0.8	2.9	0.9
47	1.8	0.8	1.7	0.6	1.8	0.7
48	3.6	0.9	3.7	0.8	3.7	0.7
49	2.6	0.7	2.5	0.8	2.6	0.8
50	2.1	0.8	2.1	0.8	2.3	1.1
51	1.8	0.7	1.9	0.7	1.8	0.7
52	2.3	0.7	2.5	0.7	2.4	0.8
53	2.7	0.9	2.9	0.6	3.0	0.8
54	3.2	1.2	3.3	0.8	3.3	0.8
55	3.5	1.2	3.4	1.2	3.0	1.1
56	3.5	1.1	3.7	1.1	3.7	1.0
57	3.0	0.8	2.9	0.8	3.0	0.8
58	3.6	1.0	3.7	0.9	3.6	1.0
59	2.5	1.4	2.9	1.3	2.9	1.3
60	2.6	0.8	2.8	0.7	3.0	0.8
61	1.7	1.0	1.9	0.9	1.8	0.9
62	2.7	1.0	2.7	1.0	3.0	1.0

TABLE III

UPWARD MOBILITY THROUGH EDUCATIONAL ACHIEVEMENT

FACTOR LOADINGS FOR ITEMS WITH LOADINGS OF .25 OR GREATER

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
1		-52	-50
2			28
3			34
9			38
10	77	82	74
11		-33	-26
12	-36	-43	-41
14			-44
15	82	77	59
16	70	73	58
17	71	72	69
18	76	59	46
19	59	55	54
20	63	63	53
21	68	76	55
22	78	78	55
23	72	76	67
24	69	60	50
25	84	72	58
26	79	82	60
27	73	72	55
28	65	72	53
31			-27
33		-49	-42
37	-33	-61	-58
38	-32	-53	-52
40		36	34
41		40	50
42		29	40
43	28	36	42
48		32	36
49	29		
53			33
54			46
57	-27	-40	
58			-31
59			-41
61		-39	-31
62		-25	

TABLE IV

SELF-DESCRIPTION IN TERMS OF THE WORLD OF REALITY
AND CONCRETE AREAS
FACTOR LOADINGS FOR ITEMS WITH LOADINGS OF .25 OR GREATER

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
1		-39	
2	-29	48	
3		43	
5	28		
6		-38	
8		-26	36
9			-41
10		-27	-41
14			46
15		-26	
17		-30	
18		-26	
20		-26	
21			-30
22		-25	
23			-38
24		-35	
26	25		
29			-31
31		-36	
32	26	-35	
33	32	-49	
35	26	-34	
36		-53	
37	29	-26	
38	32		
39	31	-38	
40	-32	37	
41	-25	34	
42			26
43	-40		33
44	-47		43
45	-40		42
46	38		-42
48	-35	33	
49	-44	26	
50	-25		

TABLE IV (CONTINUED)

SELF-DESCRIPTION IN TERMS OF THE WORLD OF REALITY
AND CONCRETE AREAS

FACTOR LOADINGS FOR ITEMS WITH LOADINGS OF .25 OR GREATER

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
51		34	26
52	46	-33	
53		32	
56	30		-38
57	35		-33
58	34	-40	
59	33	-51	
61	31	-38	
62		-27	

TABLE V

SELF-PERCEPTION OF PERSONAL ABILITY AND ACHIEVEMENT
IN MORE ABSTRACT AREAS
FACTOR LOADINGS FOR ITEMS WITH LOADINGS OF .25 OR GREATER

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
2			31
3			31
5		38	
8		-33	
9		29	
11	50	-25	
14	50		30
15			29
22			28
24			50
25			45
31		28	
32			42
33	47		44
34		33	
35	29		38
37	41		47
38	32		48
39		35	
41		-44	
44		29	
45			42
48			-36
49	27		
53		-26	
56			30
57		-33	
58			36
59			30
61	39		44
62		-36	

TABLE VI

ATTITUDE TOWARD FAMILY

FACTOR LOADINGS FOR ITEMS WITH LOADINGS OF .25 OR GREATER

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
1	-30		
2	-30	37	
3	-27		
5	39		-53
6	37		-57
7			-42
8			-31
11		30	
14		37	
18		39	
19		34	
21			-28
26			-29
27			-32
28			-34
29		30	33
30		-54	
31		-47	-49
36		-38	-25
37		26	
39			-43
40			34
41			30
44	41		
45	36		
46	-45		-45
47		29	
49	-27	41	67
50		43	43
52	25	-47	-56
53			44
54			36
57			25
58		27	
59			-29
60		-33	

TABLE VII
INTERPERSONAL RELATIONS
IN SOCIAL ACTIVITIES - SOCIABILITY

FACTOR LOADINGS FOR ITEMS WITH LOADINGS OF .25 OR GREATER

Item No.	Latin Americans	Americans Overseas	Americans in. U. S.
3		-26	
4		27	27
11			-28
16			-29
29			-27
30			29
31			-26
32			-29
35			37
37		-31	
38		-36	
39		31	
40		-51	33
43		-34	26
45		-35	
46			31
47		41	
53	61	35	
54	61	54	
55		27	
58			39
59			34

TABLE VIII

ATTITUDES AND ORIENTATION TOWARD TASKS
 FACTOR LOADINGS FOR ITEMS WITH LOADINGS OF .25 OR GREATER

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
9		37	
11			.28
12			27
13	-26		
14		-27	
19			-33
21	-25		
24			34
25			29
26			33
27	32		37
28	36		
30		43	
34		25	
42			-40
44	25		
45	26		
46	-27		27
47			-26
48		-30	
53	-27		
54	-32		
60		-35	

TABLE VIII

ATTITUDES AND ORIENTATION TOWARD TASKS
 FACTOR LOADINGS FOR ITEMS WITH LOADINGS OF .25 OR GREATER

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
9		37	
11			.28
12			27
13	-26		
14		-27	
19			-33
21	-25		
24			34
25			29
26			33
27	32		37
28	36		
30		43	
34		25	
42			-40
44	25		
45	26		
46	-27		27
47			-26
48		-30	
53	-27		
54	-32		
60		-35	

TABLE IX

SELF-SUFFICIENCY - CAPACITY TO TAKE CARE OF ONE'S
 SELF AND PERSONAL LIFE
 FACTOR LOADINGS FOR ITEMS WITH LOADINGS OF .25 OR GREATER

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
2	28		-49
3	34		
5			-29
6			-32
7		-51	
9		28	27
28			33
32		-31	
34		39	
43			-39
49			-27
51			-43
52			32
53		31	
54		32	
55			33
56		-27	
57	-27		35
60			-34

TABLE X
 ACHIEVEMENT THROUGH CONFORMING BEHAVIOR
 (MORE PERSONAL ACHIEVEMENT FOR AMERICANS OVERSEAS)
 FACTOR LOADINGS FOR ITEMS WITH LOADINGS OF .25 OR GREATER

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
3			-28
5		-29	
6		-26	
11		-35	
13		-46	
14		-68	
19		28	
28		-34	
31			39
35	31		
37	-36		
38	-43		
44		-56	
45		-48	
46			-26
47		-29	
50			26
55	26	-26	
57		-27	
58	30		28
59	30		
61			31
62			33

TABLE XI

RATE OF MATURITY

FACTOR LOADINGS FOR ITEMS WITH LOADINGS OF .25 OR GREATER

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
1			25
7			-32
11	-39		
12			-37
13			-34
14	-31		
18			33
20			-27
27			27
29		-29	30
30			-38
31			-25
35			-35
42			-33
44		-29	
45		-36	
46		28	
55	-28		
56			-31
58			29
59		-28	

TABLE XII

PHYSICAL AND MENTAL HEALTH

FACTOR LOADINGS FOR ITEMS WITH LOADINGS OF .25 OR GREATER

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
3			26
6	-27		
7	-25		
12		28	
18			30
19			27
31		33	
32		32	
47	-27		-39
48	30		43
50			25
52		-26	
53		36	
54		37	
55			-35

that these life history antecedents had a factor structure that was identified, and which was consistent from sample to sample even though the samples came from different cultures.

Factor structures for Latin Americans and Americans working in United States were more similar and more easily discernible. Structure for Americans working overseas was not as clearly definable and one factor (achievement through the use of conforming behavior) seemed to fragment into two separate factors; thus, the structure for Americans overseas had nine factors that were definitely similar to the Latin Americans and the Americans working in United States, with the tenth being comparable but not identical.

The following mnemonics were attached to the extracted factors:

1. Upward mobility through the means of educational achievement
2. Self-description in terms of the world of reality and concrete areas
3. Self-perception of personal ability and achievement in more abstract areas
4. Attitudes toward family
5. Interpersonal relations in social activities
6. Attitudes and orientation towards tasks

7. Self-sufficiency--capacity to take care of one's self and personal life
8. Achievement through the use of conforming behavior (For Americans Overseas this was more of a straight achievement factor)
9. Rate of maturity
10. Physical and mental health

These tables indicate an extremely important result, i.e., despite similar factor structure, items that load on a given factor, as well as the magnitude of the loadings, varied from sample to sample.

Communalities

Item communalities for each item for each sample are shown in Table XIII. These communalities were relatively large considering the number of factors extracted and the high specific variance of each item.

Consistency Index

One of the arguments directed at factor analytic studies is toward assigning mnemonics to extracted factors. In order to evaluate the applicability to this study and to attempt to ascertain if experimenter bias influenced naming the factors, four graduate students in Psychology who had one year of statistics but had not had a course in factor analysis were used as

TABLE XIII

COMMUNALITIES FOR 62 ITEMS OF BIOGRAPHICAL
INFORMATION FOR THREE SAMPLES OF EXECUTIVES

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
1	33	55	67
2	37	51	75
3	36	45	69
4	18	40	48
5	35	37	66
6	31	35	67
7	28	42	73
8	22	35	66
9	17	37	68
10	70	82	87
11	51	51	67
12	32	46	68
13	27	34	59
14	51	82	77
15	74	68	76
16	62	64	81
17	61	70	77
18	70	66	78
19	48	60	82
20	65	53	80
21	68	69	78
22	70	75	71
23	63	69	82
24	62	56	81
25	79	67	83
26	81	83	86
27	83	62	85
28	74	66	76
29	20	33	67
30	19	56	71
31	28	61	77
32	29	44	65
33	44	66	71
34	17	46	50
35	34	35	65
36	22	56	60
37	60	66	81
38	61	55	87
39	30	48	67
40	29	68	69

TABLE XIII (CONTINUED)

COMMUNALITIES FOR 62 ITEMS OF BIOGRAPHICAL
INFORMATION FOR THREE SAMPLES OF EXECUTIVES

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
41	28	58	73
42	26	29	69
43	41	44	74
44	54	57	67
45	47	67	71
46	48	35	76
47	22	41	68
48	33	36	74
49	52	37	80
50	32	29	73
51	20	20	61
52	38	45	78
53	51	62	82
54	53	65	82
55	27	33	60
56	30	31	69
57	49	45	66
58	40	38	85
59	43	41	76
60	20	38	57
61	37	39	65
62	20	44	67

subjects. Each subject was given ten three by five index cards; on each card was a mnemonic label of a factor. Each subject was also given ten stacks of items consisting of those items that loaded on a specific factor; thus, one subject received ten stacks of items which loaded on each of ten factors for Latin American sample; another subject received ten stacks of items representing items that loaded on each of the ten factors for the Americans Overseas sample; a third subject received ten stacks of items for the Americans in the United States sample; a fourth subject received ten stacks of items for the Latin American sample. Subjects were instructed to match mnemonic labels on the three by five cards with appropriate stacks of items. There were ten stacks of items (factors) and four subjects, thus, the maximum possible number of correct responses was 40 (4×10). If all factors were correctly associated with the appropriate mnemonic label by all subjects the index of consistency would be 100, i.e., $\frac{40}{40} = 100\%$.

Table XIV gives correct responses independently made by each of four subjects in properly matching items in a factor with a mnemonic label given the factor by

TABLE XIV

CORRECT RESPONSES AND PER CENT CORRECT FOR FOUR SUBJECTS
INDEPENDENTLY ASSIGNING FACTOR MNEMONICS TO FACTORS

	<u>Subject 1</u>	<u>Subject 2</u>	<u>Subject 3</u>	<u>Subject 4</u>
Factor				
I	Correct	Correct	Correct	Correct
II	Correct		Correct	Correct
III	Correct	Correct	Correct	Correct
IV	Correct	Correct	Correct	Correct
V	Correct		Correct	Correct
VI	Correct	Correct	Correct	Correct
VII	Correct	Correct	Correct	Correct
VIII	Correct			Correct
IX	Correct		Correct	Correct
X	Correct		Correct	Correct

% Correct

$$\frac{33}{40} = 82.5$$

the experimenter. Out of a possible 40 responses subjects gave 33 correct responses for a consistency index of 82.5%. This is sufficient reproducibility of results to indicate that experimenter bias was not a significant variable in naming the factors across different samples.

DISCUSSION

This research confirmed the hypotheses that life history antecedents of executives have an identifiable factor structure and this factor structure is similar for executives in different culture groups.

To give better understanding of this factor structure an interpretive discussion of the factors follows.

Upward Mobility through Education

This factor was very clearly defined for all three groups and for the three groups it was of greatest significance in terms of accounting for variance. It is concerned almost specifically with an individual's undergraduate college education, where it occurred, what sacrifices he had to make to obtain his education, how successful he was in completing his education and what types of honors he achieved upon graduation. An individual who scored high on this factor would tend to be one who placed a high value on getting a college education and saw it as a vehicle for reaching future goals; further, he was successful in attaining this

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educational achievement despite any obstacles he may have had to overcome.

Self-Description in Terms of the World of Reality and Concrete Areas

This factor dealt with concrete statements of facts about the individual which describe him as he sees himself and his role as a member of society. It places him in comparison to others in school and work achievement, parental education, personal health, etc. A person who scored high on this factor reported that he was a little above average in most things other than work and academic success, in these he placed himself at the top. This factor was the second most significant factor for Latin Americans and Americans Overseas but was fourth for Americans Working in the United States.

Self-Perception of Personal Ability and Achievement in More Abstract Areas

This factor was concerned with an individual's perception of his relationship to the world about him; it covered such items as how good he thought he was in athletics, how much recognition he felt he received for his accomplishments, how happy he was with his family situation, etc. In general, a person who scored high on

this factor tended to feel that he was much better than average in most undertakings including his health. The items that loaded on this factor did not include the factual type items found in "Self-description in Terms of Reality" but were more opinion items. This factor was much more clearly defined for Latin Americans and Americans Working in the United States than for Americans Working Overseas.

In terms of accounting for variance, it was third for Latin Americans and Americans in the United States but sixth for Americans Overseas.

Attitudes Toward Family

This factor was concerned with socio-economic and parent-child relationships. Persons who scored high on this factor tended to have good parental relationships and came from a socio-economic level that was average or better. This factor was extracted fourth for Latin Americans, third for Americans Overseas and second for Americans Working in the United States.

This factor was very interesting considering the hypotheses tested. While all three groups had this family attitudinal factor, item content of the factor tended to be very different for the three experimental

groups. For Americans Overseas and Americans in the United States it tended to deal primarily with socio-economic aspects of family relationships in a concrete sense; with Latin Americans it dealt with more general feelings about family relationships--i.e., personal relationships between parent and child rather than concrete aspects of economic life. This is a good illustration of the hypothesis that different culture groups will have the same life history antecedent factor but the behavior that indicates the factor may differ from one culture group to another.

Interpersonal Relations in Social Activities - Sociability

This factor dealt with how a person saw himself in social settings and in relating with people, particularly during his teen-age period of life; it was also concerned with how active he was socially, both in terms of number of activities in which he participated and number of close friends he had and desired. The "Sociability Factor" was the fifth factor selected for Latin Americans and Americans Overseas but was selected seventh for Americans Working in the United States.

Attitudes and Orientation Toward Tasks

This factor related to how task or job oriented an executive was in his school age life or currently is in his present life. A person who scored high on this factor tended to be highly task oriented and to be interested in doing those things which furthered the completion of a task; he restricted his social activities and interpersonal relationships in order to apply his maximum effort to an immediate task; he was not necessarily aiming for long range goals but rather was concentrating on the short range task that needed completion. In terms of accounting for variance this factor was selected sixth for Latin Americans, seventh for Americans in the United States and eighth for Americans Overseas.

Self-Sufficiency--Capacity to Take Care of One's Self and Personal Life

This factor was extracted seventh for Latin Americans and Americans Overseas and fifth for Americans in the United States. Self-sufficiency reflected an individual's ability to decide for himself, at a relatively early age, what he wanted to do, who would be his friends, how many friends he would have, whether to travel away from home and, in general, to be independent of his parents and his

environment in making his own decisions in matters concerning himself.

Achievement Through the Use of Conforming Behavior (For Americans Overseas this was more of a straight achievement factor)

In general, this factor described behavior as being similar to most people, the individual was neither better nor worse, faster nor slower, etc., but tended to fit into the group and not to threaten anyone or to overpower them with his ability or accomplishments. For all three groups this factor dealt with an individual's achievements but there was a discernible difference in how the various experimental groups talked about their achievements. Latin Americans and Americans in the United States described their achievements in relationship to others and how such achievements may affect others; Americans Overseas tended more to make it a listing of personal achievements; thus, this is either a different factor for the Overseas group or else for the Overseas group the self-perception factor fragmented and came out as an additional achievement factor. This factor was selected fourth for Americans Overseas, eighth for Latin Americans and ninth for Americans in the United States.

Rate of Maturity

The key aspect of the rate of maturity factor was not maturity per se but the age at which maturity occurred; it was a comparing and pacing of one's activities and accomplishments so that he was faster than most but not so much faster as to be threatening. The only exceptions occurred when he described work of academic achievements then he depicted his rate as faster. The rate of maturity factor covered a wide range and mixtures of behaviors; in terms of accounting for variance this was the ninth factor selected for all three groups, and accounted for a small portion of the variance.

Physical and Mental Health

Physical and Mental Health reflected concern for one's physical health and mental well being as an adult; persons who scored high on this factor tended to feel that their physical and mental health was better than most people. This was the tenth factor selected for all three groups.

Consistency of Factor Naming

This research has shown that naive subjects can independently attach the same mnemonics to the factors

that the experimenter did; subjects and experimenter agreed with 82.5 per cent accuracy. This is strong support for the hypothesis that life history antecedent factors identified in three different culture groups are similar and are not the result of experimenter bias.

Contributions of this Research

It has been shown that:

1. Life history antecedents are not unrelated bits of biographical minutiae but rather have a common factor structure that can be identified.
2. These factor structures were similar for executives in three experimental groups.
3. Factor structures of life history antecedents are similar across cultures but manifest behavior responses comprising a factor are related to specific aspects of a culture and may differ from one culture to another.

Implications of this Research

This study clearly demonstrates the necessity and utility of a broader approach to the use of biographical

data. Not only should the advantages of quantification and empirical validity of a BIB be used but two additional advantages must be incorporated if we are to get maximum use, namely:

1. Biographical Information Blanks should be constructed along factor structure lines starting with meaningful motivational and developmental psychological theory, including theory dealing with the influence of early life history antecedents on adult behavior. In constructing a BIB items should be included based on their meaningful contribution to a factor structure deduced from psychological theory, and
2. Behavior responses which define a factor should be relevant to a given culture. While these behavior responses may differ with various cultures their factor structure should be the same for all cultures.

While this second implication has specific relevance to BIB construction, its general significance to broader aspects of psychological measurement should

not be overlooked. Any measuring instrument can yield comparable results across cultures if the psychologist looks at the items as contributing to underlying factors rather than treating the items as being diagnostically discrete. The use of the concept "culture" should not be restricted by artificial boundaries; rather the primary culture of a population must be defined by relevant cultural elements (either sociological, psychological or educational); these may be entirely unrelated to initial superficial or artificial descriptive boundaries of the culture.

In this study the cultural boundaries are not national but are institutional culture elements of the organization. As L. A. White (1949) has stressed the culture of an individual or a society will be determined by those supra-organic elements in his environment which contribute to the form and content of human behavior. In organizations, such as this, there undoubtedly are supra-organic elements and forces which determine the behavior of these executives. The identification, isolation and analysis of these cultural forces is important for a thorough understanding of the organization and the employees who live in the organization culture.

In this context the problem of whether any psychological measuring instrument is "culture fair" or "culture free" becomes irrelevant. In constructing a test, for example, it would be more appropriate to construct one that is "culture loaded"; that is, it should be loaded with behavior responses that are natural to the culture and which also define the factor structure of the culture. Factors which are similar across cultures can be called "culture cognates"--these are psychological dimensions common to all cultures that are so described. Thus, the task of constructing a measuring instrument for use with different cultures requires that the culture cognates be identified for those cultures in which the test is to be used, then finding specific behavior manifestations of the culture cognates as they appear in the different cultures. Such a measuring instrument will be loaded with common variances of the different cultures, i.e., it will be culture loaded.

Beyond the area of psychological measurement, however, this study raises questions concerning the place of culture in understanding human behavior. Man exists in numerous environments and has numerous needs which

he attempts to satisfy through his various environments; while the needs and environments of any two individuals may differ they will have similarities if considered across the entire species. Man will perform many manifest behaviors to satisfy his needs; which ones he performs will be determined by elements existing in his environment. Two people in different environments may perform different manifest behaviors yet the deterministic meaningfulness of their behaviors may be the same. The thesis held here is that psychologists will maximize their understanding of behavior and contributions to society only when they start concentrating on the common deterministic meaningfulness of behavior of all men in all cultures rather than analyzing the differences so easily found in the minutiae of behavior responses.

Directions for Future Research

This study opens vast areas for future research, some of which are direct outgrowths, others of which are intuitions the experimenter developed from working with the data. For example,

1. This study started with a survey instrument and identified the factor structure existing in the data. It would be profitable to

construct a new survey instrument based on these factors but consisting of items which are natural to the native cultures of the groups being studied.

2. This study dealt with executives in a large petrochemical organization. Would the results be the same for "blue collar" people or clerical people or other occupational groups? Would the results hold true for other industries or for small organizations?
3. Two groups in this study were Americans and one was Latin American; investigation should be made as to whether other cultures would give the same results, such as European, Mid Eastern, Far Eastern, etc. Further, do American executives sent to Latin America differ from American executives sent to other areas, for example Western Europe?
4. While factor structures of the cultures are similar, there are differences in manifest behaviors comprising these factors. It would provide useful knowledge for international communication and understanding to identify

and explain some of these differences.

5. Finally, another direction of research would be motivational psychology and the antecedent conditions that precede and result in different motivations. A researchable hypothesis is that life histories of executives have common antecedent conditions which cause them to develop in specific directions as they progress in their personal and career growth. Executives in this study, from early adolescence, and perhaps earlier, seemed to have been task and goal oriented people, who learned early to make their own decisions and to make their own way, yet do it in a fashion that permitted sound interpersonal relationships with peers, subordinates and authority figures. This development was neither hit-or-miss nor an accidental occurrence. In pursuing their goal of upward mobility it appeared that they decided on a mechanism (education) for reaching their goal, took stock of their personal and environmental assets, and set about using both in accordance with the demands and limitations

of their environments; after reaching their goal they began to take stock of their mental and physical health. This would seem to be a fertile field to determine if such developmental behavior does occur and if so what does it mean for the career development of young people; further, how early does such behavior begin, how late in life can it start, how and when may it be assessed to the point of prediction, is it related to environmental factors - if so which ones - and, assuming such behavior to be of positive value to society, can it be developed or conditioned in people.

SUMMARY AND CONCLUSIONS

Purposes of this study were to determine, first, if biographical data of executives yielded a factor structure; second, if so, was the factor structure similar for executives who were in the same industrial organizational culture but who were in otherwise different cultures; and, third, if similar factors were identified, would item compositions of factors be different for different cultures.

A survey questionnaire consisting of 62 continuously scaled items was administered to 382 Latin American executives, 74 American Overseas executives and 105 American executives working in the United States. All subjects were members of a large international petrochemical company. Item responses were scored on a simple scaled basis.

A principal component factor analysis with an orthogonal rotation was performed on the responses of each sample.

Ten factors were identified and described. These ten factors were;

1. Upward mobility through the means of educational achievement.
2. Self-description in terms of the world of reality and concrete areas.
3. Self-perception of personal ability and achievement in more abstract areas.
4. Attitudes toward family.
5. Interpersonal relations in social activities.
6. Attitudes and orientation towards tasks.
7. Self-sufficiency--capacity to take care of one's self and personal life.
8. Achievement through the use of conforming behavior (For Americans Overseas this was more of a straight achievement factor).
9. Rate of maturity.
10. Physical and mental health.

Similar factor structures were identified for three different culture groups but specific items that loaded on a given factor varied from sample to sample, as did the size of the factor loadings.

Naive subjects independently were able to assign the same mnemonic labels to the factors that were assigned to them by the experimenter.

This study indicated that psychological measuring instruments can be constructed for use with different culture groups provided such instruments are "culturally

loaded" with "culture cognates"; that is, the instrument should include items that load heavily on factor dimensions common to all cultures involved, but items comprising factors should represent manifest behaviors that are natural to the different cultures.

Further, this study implies that there are life history antecedents which go back to the earliest stages of an individual's life which shape the motivational forces that develop the individual's style of life. In this instance executives from different cultures seemed to have had the same general pattern of life history antecedents that resulted in their becoming executive leaders in their common industrial organization culture.

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APPENDICES

APPENDIX A

INSTRUCTIONS FOR PART B

This section consists of a number of questions about yourself, your family, your interests, and your experiences. You may feel that some of the questions do not apply to you exactly. For example, some refer to your parents; these should be answered in terms of guardians or step-parents if this happened to be your situation. You should consider the general intent of each of the questions and answer accordingly.

For most of the questions you are to select one answer only. For these questions choose the one answer which is most nearly true for you even though you may feel that none of the answers describes you exactly.

For other questions you are to select more than one answer if two or more are applicable to you. These questions are followed by "Mark all that apply". Mark only one answer unless this statement appears.

There is no time limit, but do not spend too much time on any one question. Answer every one, but if there is any question which you consider to be too personal, you may leave it blank.

USE OF THE ANSWER SHEET

Place the separate Answer Sheet for Part B under your test booklet. Open the booklet to page 1. Pull out the Answer Sheet so that the column headed "PAGE 1" lies next to the corresponding "PAGE1" printed in the upper right corner of the booklet. Complete the lining-up of the Answer Sheet by making sure that the arrows at the ends of the lines printed in the booklet match with those printed on the Answer Sheet. You are now ready to begin page 1.

After you have made your decision as to the best answer to the first question, note the letter (A,B,C,D,etc.) corresponding to the alternative that you have selected. Then, in the column of the Answer Sheet headed "PAGE 1," put an "X" in the square opposite the letter you have selected.

When you have answered all the questions on page 1, turn to page 2 of the booklet. Again, pull out the Answer Sheet until the column headed "PAGE 2" is visible. Again, line up the arrows printed in the booklet with those printed on the Answer Sheet. Continue marking as before. Repeat this procedure until you have finished page 13. At this point, turn over the Answer Sheet. Line up page 14 and continue until all questions have been answered.

Ignore the blue numbers on the Answer Sheet. They are instructions for key punching for data processing.

MARK ONLY THE ONE BEST ANSWER FOR EACH QUESTION

UNLESS OTHERWISE STATED

DO NOT SKIP ANY QUESTIONS.

DO NOT MAKE ANY MARKS IN THE BOOKLET ITSELF.

PUT YOUR CODE NUMBER AND TODAY'S DATE ON
THE ANSWER SHEET.

TURN THE PAGE AND BEGIN.

1. At the present time my age is
 - A. 25 or younger B. 26 to 30 C. 31 to 35
 - D. 36 to 40 E. 41 to 50 F. 51 to 60
 - G. 61 or older
2. The highest educational level that my father attained was
 - A. eighth grade or lower B. some high school but did not graduate C. high school graduate D. some college but did not graduate E. college graduate
 - F. master's degree or equivalent (MA, MS, etc.)
 - G. doctor's degree or equivalent (PhD, MD, etc.)
3. The highest educational level that my mother attained was
 - A. eighth grade or lower B. some high school but did not graduate C. high school graduate D. some college but did not graduate E. college graduate
 - F. master's degree or equivalent (MA, MS, etc.)
 - G. doctor's degree or equivalent (PhD, MD, etc.)
4. The number of living brothers and sisters I had when I was 16 years of age was
 - A. none B. 1 C. 2 D. 3 E. 4 or more
5. My childhood family situation was
 - A. unusually happy B. average C. not particularly happy
6. During my teens my parents and I got along
 - A. very well; we agreed on almost everything B. better than most C. about average; as well as other family groups D. not very well; we had many disagreements E. not at all; we almost never agreed
7. During my teens my parents included me in their leisure-time or hobby activities
 - A. most of the time B. frequently C. occasionally
 - D. rarely E. almost never

8. When I was growing up, my parents' discipline was
- A. very strict B. strict C. not consistently strict D. not especially strict E. far from strict F. I was rarely disciplined
9. I seriously considered quitting school
- A. frequently B. occasionally C. seldom
D. almost never
10. The highest educational level that I attained was
- A. less than high school graduate B. high school graduate C. high school graduate plus formal training other than college D. two years of college or less E. more than two years of college but did not graduate F. college graduate G. master's degree or equivalent (MA, MS, etc.) H. doctor's degree or equivalent (PhD, MD, etc.)
11. During my teens, as compared with others of my own sex, my rate of progress through school was
- A. much more rapid than most B. just a little faster than most C. about the same as most
D. just a little slower than most
12. At the time I graduated from high school, my age was
- A. 15 or younger B. 16 C. 17 D. 18
E. 19 F. 20 or older G. I did not graduate from high school
13. The number of students in the high school I attended for the longest period of time was
- A. less than 100 B. 100 to 500 C. 500 to 1000
D. 1000 to 2000 E. more than 2000
14. My usual scholastic standing in high school was in the
- A. top 5% B. upper third but not top 5% C. middle third D. lower third E. I do not know

15. The number of undergraduate schools which I attended for at least one quarter or semester is
- A. none B. 1 C. 2 D. 3 or more
16. The number of graduate or professional schools which I attended for at least one quarter or semester is
- A. none B. 1 C. 2 D. 3 or more
17. The number of full-time students in the undergraduate college which I attended the longest was
- A. 400 or less B. 400 to 1,000 C. 1,000 to 2,000 D. 2,000 to 5,000 E. 5,000 to 10,000 F. more than 10,000
18. The type of community in which the undergraduate college was located which I attended for the longest period of time can be best described as
- A. primarily a college town B. a fairly small town but not primarily a college town C. a medium-sized city D. a large city with no other college E. a large city in which there were other colleges
19. The type of community in which I would have preferred attending college could be best described as
- A. primarily a college town B. a fairly small town but not primarily a college town C. a medium-sized city D. a large city with no other college E. a large city in which there were other colleges
20. The distance from my home to the undergraduate college I attended for the longest period of time was
- A. less than 25 miles B. 25 to 100 miles C. 100 to 500 miles D. more than 500 miles
21. I think that the most desirable distance between one's home and college would be
- A. less than 25 miles B. 25 to 100 miles C. 100 to 500 miles D. more than 500 miles

22. The period during which I definitely decided on my primary undergraduate college major was
- A. the first two years of high school or earlier
 - B. the last couple of years in high school
 - C. my freshman year in college
 - D. my sophomore year in college
 - E. my junior year in college or later
23. During my last full-time year of undergraduate college, the number of hours per week that I spent in study outside of class was about
- A. 5 or less
 - B. 6 to 10
 - C. 11 to 15
 - D. 16 to 20
 - E. more than 20
24. My scholastic standing when I graduated from (or left) undergraduate college was
- A. upper 5% of my class
 - B. upper 15% (but not top 5%)
 - C. upper 30% (but not top 15%)
 - D. upper half (but not top 30%)
 - E. lower half of my class
25. With respect to honors my bachelor's degree was awarded
- A. summa cum laude
 - B. magna cum laude
 - C. cum laude
 - D. with distinction
 - E. none of these, but I was usually an honor student in college
 - F. none of these because my marks were not high enough
 - G. I did not receive a bachelor's degree
26. The largest number of part-time jobs I held at any one time during my last couple of years in undergraduate college was
- A. none
 - B. 1
 - C. 2
 - D. 3 or more
27. During the last couple of years I was in undergraduate college, the average number of hours a week which I spent on part-time paid jobs was
- A. none
 - B. less than 5
 - C. 5 to 10
 - D. 10 to 20
 - E. more than 20

28. The part of the money for my support which I personally earned during my last couple of years of undergraduate college was
- A. less than 10% B. 10% to 30% C. 30% to 60%
D. 60% to 90% E. about all of it
29. When I earned my first money on a regular job (other than from members of my family), my age was
- A. younger than 8 B. 8 to 10 C. 11 to 12
D. 13 to 14 E. older than 14
30. During my last couple of years in high school the number of hours a week I averaged on part-time paid jobs was
- A. none B. 1 to 5 C. 6 to 10 D. 11 to 15
E. 16 or more
31. The amount of influence the members of my family exercised on my vocational choice was
- A. a great deal; they virtually forced me to accept their choice B. some; they influenced me but did not insist that I accept their choice C. a little; they encouraged me generally but left the choice to me
D. none; they tried but failed to influence me
E. none; they were indifferent to my choice
32. In thinking about my career in the business world and my abilities in administrative and supervisory activities on the one hand and in technical and scientific activities on the other, I believe that I have the greatest chances for success in positions which are
- A. entirely administrative and supervisory
B. primarily administrative with some technical work
C. about equally divided between administrative and technical work D. primary technical with some administrative work E. entirely technical and scientific

33. In terms of my own executive ability or potential executive ability (not just in this one but in any company) I think I stand in the
- A. top 5% B. upper 20% but not in the top 5%
C. upper half but not in the top 20% D. in the lower half
E. I don't know
34. The amount of recognition which I receive for my accomplishments is
- A. none at all B. occasional recognition but not often
C. about as much as anyone else D. as much as is deserved
E. sometimes more than is deserved
35. The speed at which I usually work is
- A. much faster than most people B. somewhat faster than most people
C. somewhat slower than most people
D. much slower than most people E. I am unable to tell
36. The one of the following statements which best describes the usual condition of my desk or work place is
- A. quite orderly B. neither orderly nor disorderly
C. rather disorderly D. very disorderly E. no particular pattern
37. Without any false modesty, I believe that the highest level that I can reach in the course of my career in a major company such as Standard Oil Company (New Jersey), General Motors, or U. S. Steel is
- A. president or chairman of the board B. the top executive level (vice president, director, or a principal officer)
C. the top management level below the executives (head of a major function or area)
D. the next level below (a division of a major function or area or a top staff or top specialist position)
E. the next level below (a supervisory or staff position)
F. a non-supervisory or operating position

38. The level at which I would like best to work (whether or not I ever attain that level) is
- A. president or chairman of the board B. the top executive level (vice president, director, or a principal officer) C. the top management level below the executives (head of a major function or area)
D. the next level below (a division of major function or area or a top staff or top specialist position)
E. the next level below (a supervisory or staff position) F. a non-supervisory or operating position
39. During my teens, in comparison with most of the other fellows my age, my general athletic ability was
- A. near the top B. above the average C. about average D. a little poorer than most E. much poorer than most F. I don't know or never gave it much thought
- *40. The number of activities I marked in the preceding item was
- A. none B. 1 to 3 C. 4 to 7 D. 8 to 12
E. 13 or more
41. During my last two years of high school the number of hours per week I spent on athletics, both in and out of school, was about
- A. none B. 1 to 4 C. 5 to 9 D. 10 to 14
E. 15 or more
42. During my last year in high school the number of evenings a week that I would go out socially was
- A. less than 1 B. 1 C. 2 D. 3 E. 4 or more
-

* Refers to number of sports and outdoor activities enjoyed as a teenager

- *43. The number of items I checked in the preceding question was
- A. none B. 1 to 7 C. 8 to 14 D. 15 or more
44. My present height is
- A. 5'4" or shorter B. 5'5" to 5'7" C. 5'8" to 5'10" D. 5'11" to 6'1" E. 6'2" or taller
45. My present weight is
- A. 130 pounds or less B. 131 to 150 pounds
C. 151 to 170 pounds D. 171 to 190 pounds
E. 191 pounds or more
46. During my teens my rate of physical growth, in comparison with most others of my sex, was
- A. very much faster B. a little faster C. about the same D. a little slower E. very much slower
47. During my last few years of high school the average number of days each year that I was absent because of illness was
- A. none B. 1 to 5 C. 6 to 10 D. 11 to 25
E. more than 25
48. My physical condition is
- A. poor - need rest or medical treatment often
B. fair - can work regularly but don't always feel quite right C. good - as good as that of most people
D. excellent - can tackle any job E. perfect - can drive hard on any job night or day
49. As a young person, I recall that my immediate family was
- A. not always able to make ends meet B. able to have necessities only C. able to live comfortably
D. well to do E. quite wealthy

* Refers to the number of socially oriented things he had actually done by the time he was 18.

50. When I was in high school, the money which my family had was
- A. less than most of the families of my classmates
 - B. about the same as the families of my classmates
 - C. a little more than the families of my classmates
 - D. considerably more than the families of my classmates
 - E. I don't know or didn't give it much thought
51. During the first 18 years of my life the number of cities, towns, or townships in which I had lived was
- A. 1
 - B. 2 to 4
 - C. 5 to 8
 - D. 9 or more
 - E. I don't know
52. While I was growing up, the section of town in which my family lived the longest was
- A. one of the most exclusive
 - B. good but not the best
 - C. average
 - D. one of the poorer
 - E. the poorest
53. During my last year in high school I had
- A. no close friends
 - B. one or two close friends
 - C. a small group of close friends
 - D. a great many close friends
 - E. almost everyone in my class as a close friend
54. I think it would have been most desirable (whether or not it was true) during my last year in high school to have had
- A. no close friends
 - B. one or two close friends
 - C. a small group of close friends
 - D. a great many close friends
 - E. almost everyone in my class as a close friend
55. When I first went alone on a trip of over 100 miles, my age was
- A. younger than 10
 - B. 10 to 12
 - C. 13 to 15
 - D. 16 to 18
 - E. 19 or older

56. When I first began to smoke fairly regularly, my age was
A. under 14 B. 14 to 16 C. 17 to 19 D. 20
or older E. I never smoked regularly
57. When I had my first alcoholic drink outside my home, my age was
A. under 14 B. 14 to 16 C. 17 to 19 D. 20
or older E. I never drank
58. In comparison with most other people as an entertainer or leader of the conversation in social affairs, I am
A. at the top B. among the few best C. above the average
D. about average E. below average
F. I haven't given it much thought
59. In comparison with most of the people I know, I am able to make new friends
A. much easier B. a little easier C. with the same effort
D. with somewhat more difficulty
E. with a great deal more difficulty F. I haven't given it much thought
60. Insofar as automobile driving is concerned, I
A. am not quite as good as most other drivers
B. am as good as most other drivers C. am better than most other drivers
D. am one of the best drivers
E. do not drive
61. On a list of 100 typical people in the kind of job I can do best, I would belong in the
A. best 5% B. upper 20% but not in the best 5%
C. upper half but not in the top 20% D. in the lower half
E. I haven't given it much thought
62. I believe that most of my associates tend to think of me as
A. quite different from them in emotional make-up
B. only slightly different from them in emotional make-up
C. very much like them in emotional make-up D. I haven't given it much thought

APPENDIX B

INSTRUCCIONES PARA LA PARTE B

Esta sección se compone de una serie de aseveraciones con respecto a usted, su familia, sus intereses, sus experiencias. Posiblemente algunas de esas aseveraciones no sean aplicables en su caso con toda exactitud. Así, algunas se refieren a sus padres; debe entenderse ésto como aplicable igualmente a tutores, curadores, padres adoptivos o padrastros y madrastras, si tal fuere su caso personal. Ud. deberá tener en cuenta la intención general de las frases en cuestión, y responder a ellas de acuerdo con ese criterio.

Por lo general se le solicita a Ud. que elija una sola respuesta por cada aseveración. En ese caso, elija aquella respuesta que más se acerque a la verdad en su situación personal, a pesar de que usted juzgue que ninguna de las respuestas dadas le describe a usted con toda fidelidad.

Otras aseveraciones requieren que usted elija más de una respuesta, si dos o más son aplicables en su caso personal. Estas aseveraciones llevan, entre paréntesis, la frase "(Marque todas las que correspondan)". Donde no apareciere tal indicación, ya se ha dicho, Ud. sólo deberá marcar una sola respuesta.

Para esta prueba no hay un tiempo limitado, pero no deberá Ud. emplear demasiado tiempo en ninguno de sus puntos. Contéstelos todos; si Ud. encontrare, sin embargo, que alguno de dichos puntos es demasiado personal, puede Ud. pasarlo por alto.

MANERA DE USAR LA HOJA DE RESPUESTAS

Coloque la Hoja de Respuestas correspondiente a la Parte B (la que va por separado) debajo del Folleto de la prueba. Abralo en la página primera. Mueva la Hoja

de Respuestas de manera que la columna encabezada "PAGINA 1" coincida con el encabezamiento similar -- "PAGINA 1" -- impreso en la parte superior derecha del Folleto. Verifique la completa alineación de la Hoja de Respuestas asegurándose de que las flechas que van al extremo de las líneas impresas en el Folleto coincidan con las impresas en la Hoja de Respuestas. Se halla Ud. listo para comenzar con la página 1.

Después de elegir cual es la mejor respuesta al punto primero, observe cual es la letra (A, B, C, D, etc.) correspondiente a aquella de las frases o respuestas que Ud. ha escogido. Entonces, en la Hoja de Respuestas encabezada por el letrero "PAGINA 1", marque con una "X" la casilla que se halla al frente de la letra elegida por usted.

Cuando haya Ud. contestado todos los puntos de la página 1, pase a la página 2 del Folleto. Proceda nuevamente a mover hacia la derecha la Hoja de Respuestas hasta que quede visible la columna encabezada "PAGINA 2". Haga coincidir igualmente las flechas impresas en el Folleto con las de la Hoja de Respuestas. Continúe marcando las frases de esta serie o bloque como se ha explicado arriba. Repita dicho procedimiento hasta cuando haya completado la página 13. Al llegar aquí, de vuelta a la Hoja de Respuestas. Proceda a alinear la página 14 y continúe adelante hasta contestar todos los puntos.

No preste atención a los caracteres azules impresos en la Hoja de Respuestas. Son sólo instrucciones para el análisis estadístico electrónico.

EN CADA PUNTO MARQUE UNA SOLA -- LA MEJOR -- RESPUESTA

(A MENOS QUE SE INDIQUE OTRA COSA)

NO SE SALTE NINGUNO DE LOS PUNTOS PROPUESTOS.

NO HAGA MARCAS DE NINGUNA CLASE EN EL FOLLETO.

ESCRIBA EN LA HOJA DE RESPUESTAS EL NUMERO QUE LE
HUBIEREN ASIGNADO A USTED Y LA FECHA.

EMPIECE EN LA PAGINA SIGUIENTE.

1. Actualmente mi edad es
 - A 25 años o menos
 - B entre 26 y 30
 - C entre 31 y 35
 - D entre 36 y 40
 - E entre 41 y 50
 - F entre 51 y 60
 - G 61 ó más

2. El nivel más alto de educación que mi padre tuvo fue
 - A escuela primaria, completa o incompleta
 - B algunos años de escuela secundaria (no se graduó)
 - C finalizó la escuela secundaria
 - D algunos años de universidad (no se graduó)
 - E recibió un grado universitario básico o general (cursos regulares de aproximadamente 4 años)
 - F recibió un grado universitario adicional (regularmente cursos de 2 años, post-graduados o especializaciones, etc.)
 - G recibió otro grado adicional o máximo (también asimilable a cursos de post-graduado o especializaciones, de aproximadamente 2 años más)

3. El nivel más alto de educación que mi madre tuvo fue
 - A escuela primaria, completa o incompleta
 - B algunos años de escuela secundaria (no se graduó)
 - C finalizó la escuela secundaria
 - D algunos años de universidad (no se graduó)
 - E recibió un grado universitario básico o general (cursos regulares de aproximadamente 4 años)
 - F recibió un grado universitario adicional (regularmente cursos de 2 años, post-graduados o especializaciones, etc.)
 - G recibió otro grado adicional o máximo (también asimilable a cursos de post-graduado o especializaciones, etc.)

4. El número de hermanos y hermanas vivos con que yo conté cuando tenía 16 años de edad, fue de
 - A ninguno
 - B 1
 - C 2
 - D 3
 - E 4 ó más

5. La situación de mi hogar durante mi niñez, fue
- A sumamente feliz
 - B común y corriente
 - C no particularmente feliz
6. Durante mi adolescencia, mis padres y yo nos llevamos
- A muy bien; nos entendíamos en casi todo
 - B mejor que la mayoría; raramente estábamos en desacuerdo
 - C regularmente tan bien como otros grupos familiares
 - D no muy bien; teníamos muchos desacuerdos
 - E muy mal; casi nunca nos entendíamos
7. Durante mis años de adolescente, mis padres me dejaron tomar parte en sus pasatiempos favoritos o estar con ellos en sus ratos libres,
- A la mayor parte de las veces
 - B frecuentemente
 - C ocasionalmente
 - D raramente
 - E casi nunca
8. Mientras crecía, la disciplina impuesta por mis padres fue
- A muy estricta
 - B estricta
 - C no consistentemente estricta
 - D no particularmente estricta
 - E nada estricta
 - F raramente se me aplicaron medidas disciplinarias por mi conducta
9. Yo consideré seriamente abandonar el colegio
- A frecuentemente
 - B ocasionalmente
 - C pocas veces
 - D casi nunca

10. El nivel más alto de educación a que yo llegué fue
- A no terminé la escuela secundaria
 - B terminé la escuela secundaria
 - C terminé la escuela secundaria y luego tomé unos cursos especializados, pero no en la universidad
 - D dos años o menos en la universidad
 - E más de dos años en la universidad pero no me gradué
 - F obtuve mi grado universitario básico o general (cursos regulares de aproximadamente 4 años)
 - G recibí un grado universitario adicional (regularmente cursos de 2 años post-graduados o especializaciones, etc.)
 - H recibí otro grado adicional o máximo (también asimilable a cursos de post-graduado o especializaciones, de aproximadamente 2 años más)
11. Durante mis años juveniles, comparado con otros, mi progreso en el colegio fue
- A mucho más rápido que el de la mayoría
 - B sólo un poco más rápido que el de la mayoría
 - C más o menos lo mismo que la mayoría
 - D sólo un poco más lento que la mayoría
12. Al terminar la escuela secundaria, mi edad era de
- A 15 años o menos
 - B 16 años
 - C 17 años
 - D 18 años
 - E 19 años
 - F 20 años o más
 - G no terminé la escuela secundaria
13. El número de estudiantes que había en la escuela secundaria donde yo estudié por un mayor período, fue de
- A menos de 100
 - B entre 100 y 500
 - C entre 500 y 1,000
 - D entre 1,000 y 2,000
 - E más de 2,000

14. Por lo general durante mis estudios secundarios, como estudiante ocupé el siguiente puesto
- A dentro del 5% más alto
 - B en el tercio superior, pero no en el 5% más alto
 - C en el tercio medio
 - D en el tercio inferior
 - E no sé decir el puesto que ocupé
15. El número de facultades o colegios universitarios diferentes (generalmente con cursos básicos o generales de 4 años para ofrecer un primer grado universitario) a los cuales yo asistí por lo menos durante un trimestre, fue de
- A no asistí a ninguno
 - B 1
 - C 2
 - D 3 ó más
16. El número de universidades o institutos superiores (que ofrecen cursos de post-graduados) a los que yo asistí por lo menos durante un trimestre fue de
- A no asistí a ninguno
 - B 1
 - C 2
 - D 3 ó más
17. El número de estudiantes regulares o de tiempo completo que asistían al mismo instituto de enseñanza superior o universidad que yo, durante la mayor parte de mi carrera, fue de
- A 400 ó menos
 - B entre 400 y 1,000
 - C entre 1,000 y 2,000
 - D entre 2,000 y 5,000
 - E entre 5,000 y 10,000
 - F más de 10,000

18. El tipo de comunidad en la cual estaba situada la facultad o colegio universitario (pre-grado) a que yo asistí por un período mayor, puede describirse como
- A esencialmente una ciudad universitaria
 - B una ciudad pequeña pero no esencialmente universitaria
 - C una ciudad ni muy pequeña ni muy grande
 - D una ciudad grande, con esa sola universidad
 - E una ciudad grande en la que había otras universidades
19. El tipo de comunidad en la que hubiera preferido asistir a la facultad o colegio universitario (pre-grado) podría describirse como
- A esencialmente una ciudad universitaria
 - B una ciudad pequeña pero no esencialmente universitaria
 - C una ciudad ni muy pequeña ni muy grande
 - D una ciudad grande, con esa sola universidad
 - E una ciudad grande en la que había otras universidades
20. La distancia entre mi hogar y la facultad o colegio universitario al cual asistí por un período mayor, fue de
- A menos de 25 Km.
 - B entre 25 y 100 Km.
 - C entre 100 y 500 Km.
 - D más de 500 Km.
21. En mi opinión, la distancia ideal o más deseable que debería existir entre la casa de uno y la universidad, sería de
- A menos de 25 Km.
 - B entre 25 y 100 Km.
 - C entre 100 y 500 Km.
 - D más de 500 Km.

22. La decisión definitiva acerca de la materia o rama de especialización en mis estudios universitarios la tomé durante
- A los dos primeros años de escuela secundaria, o antes
 - B los últimos dos años de escuela secundaria
 - C mi primer año en la universidad
 - D mi segundo año en la universidad
 - E mi tercer año en la universidad, o después
23. Durante el último año de mis estudios universitarios (básicos o generales), el número de horas semanales que dediqué a mis estudios, fuera de las horas de clase, fue
- A unas 5 ó menos
 - B entre 6 y 10
 - C entre 11 y 15
 - D entre 16 y 20
 - E más de 20
24. Al graduarme, o simplemente la dejar le universidad, como estudiante ocupaba la siguiente clasificación
- A en el 5% superior de la clase
 - B en el 15% superior (sin estar en el 5% de arriba)
 - C en el 30% superior (sin estar en el 15% de arriba)
 - D en la mitad superior (sin estar en el 30% de arriba)
 - E en la mitad inferior de la clase
25. Con respecto a los honores que acompañaron mi grado universitario básico o general, me hice acreedor a
- A summa cum laude
 - B magna cum laude
 - C cum laude
 - D mención especial
 - E ninguno de éstos, pero generalmente fuí uno de los mejores estudiantes de la universidad (cuadro de honor)
 - F ninguno de éstos; mis calificaciones no fueron lo suficientemente altas
 - G no recibí grado universitario

26. El número mayor de empleos de tiempo incompleto desempeñados por mí a un mismo tiempo durante los dos últimos años de mi carrera universitaria (pre-grado) fue de
- A ninguno
 - B 1
 - C 2
 - D 3 ó más
27. Durante los dos últimos años de mi carrera universitaria (pre-grado), el promedio de horas por semana que trabajé en empleos de tiempo incompleto fue de
- A ninguno
 - B menos de 5
 - C entre 5 y 10
 - D entre 10 y 20
 - E más de 20
28. Del dinero necesario para mis gastos personales, la porción que yo gané con mi trabajo, durante los dos últimos años de mi carrera universitaria (pre-grado) fue de
- A menos del 10%
 - B entre el 10% y el 30%
 - C entre el 30% y el 60%
 - D entre el 60% y el 90%
 - E alrededor de la totalidad
29. Cuando gané mi primer dinero en un empleo regular (distinto de empleos con miembros de mi familia), mi edad era de
- A menos de 8 años
 - B entre 8 y 10 años
 - C entre 11 y 12 años
 - D entre 13 y 14 años
 - E más de 14 años

30. Durante los dos últimos años de mis estudios secundarios, el promedio de horas por semana que trabajé en empleos de tiempo incompleto fue de
- A nada
 - B entre 1 y 5 horas
 - C entre 6 y 10 horas
 - D entre 11 y 15 horas
 - E 16 ó más
31. La influencia que los miembros de mi familia ejercieron sobre mi selección vocacional fue
- A enorme; virtualmente me obligaron a aceptar su selección
 - B regular; influyeron en mi selección pero no insistieron en que yo aceptara la escogida por ellos
 - C pequeña; me dieron un estímulo general, pero dejaron la selección en mis manos
 - D ninguna; trataron, pero no pudieron influir en mí
 - E ninguna; no se ocuparon del asunto
32. Al pensar, por una parte, en mi carrera en los negocios y en mis aptitudes en el manejo de actividades administrativas y supervisoras, y por otra, en las actividades técnicas y científicas, creo que las mejores oportunidades de éxito las tendría en posiciones que sean
- A exclusivamente administrativas y supervisoras
 - B principalmente administrativas con algo de labores técnicas
 - C divididas por igual entre administrativas y técnicas
 - D principalmente técnicas con algo de labores administrativas
 - E exclusivamente técnicas y científicas

33. En términos de mis aptitudes ejecutivas, actuales o potenciales, (con respecto a ésta o cualquier otra compañía) considero que yo calificaría en
- A el 5% más alto
 - B el 20% más alto, sin estar en el 5% de arriba
 - C la mitad superior, sin estar en el 20% de arriba
 - D en la mitad inferior
 - E no lo sé
34. El reconocimiento que recibo por el trabajo que llevo a cabo puede expresarse diciendo
- A absolutamente ninguno
 - B ocasionalmente, lo que no sucede con frecuencia
 - C más o menos como a todos los demás
 - D tanto como en realidad merezco
 - E a veces más de lo debido
35. El ritmo que, por lo general, imparto a mi trabajo es
- A mucho más rápido que el de la mayoría de la gente
 - B algo más rápido que el de la mayoría
 - C algo más lento que el de la mayoría
 - D mucho más lento que el de la mayoría
 - E no podría decir
36. De los juicios siguientes, el que mejor describe el estado habitual de mi escritorio o lugar de trabajo es
- A bastante ordenado
 - B ni ordenado ni desordenado
 - C más bien desordenado
 - D muy desordenado
 - E no hay una característica particular que lo describa

37. Sin falsas modestias, creo que la posición más alta que puedo alcanzar en el curso de mi carrera en una compañía de envergadura como la Standard Oil Company (New Jersey), la General Motors, u otra similar, sería
- A presidente de la Junta Directiva
 - B el nivel más alto ejecutivo (vice-presidente, director, etc.)
 - C el nivel más alto entre los demás cargos gerenciales (jefe, gerente, etc. de una función u operación mayor)
 - D el nivel inferior siguiente (jefe de división de una operación mayor, o un alto cargo técnico o de asesoría)
 - E el nivel inferior siguiente (un cargo de supervisión o de asesoría)
 - F un cargo no supervisor o puesto de simple operador
38. La posición en que más me agradaría desempeñarme (sea que llegue a tal nivel, o no) sería
- A presidente de la Junta Directiva
 - B el nivel más alto ejecutivo (vice-presidente, director, etc.)
 - C el nivel más alto entre los demás cargos gerenciales (jefe, gerente, etc. de una función u operación mayor)
 - D el nivel inferior siguiente (jefe de división de una operación mayor, o un alto cargo técnico o de asesoría)
 - E el nivel inferior siguiente (un cargo de supervisión o de asesoría)
 - F un cargo no supervisor o puesto de simple operador
39. Durante mis años de adolescente, mi condición atlética general, en comparación con otros muchachos de mi edad, se encontraba
- A entre las mejores
 - B por encima de las de tipo promedio
 - C entre las de tipo promedio
 - D un poco inferior a la de la mayoría
 - E muy por debajo de la de la mayoría
 - F no sabría decirlo

40. El número de actividades que marqué en el punto anterior fue de
- A ninguno
 - B 1 a 3
 - C 4 a 7
 - D 8 a 12
 - E 13 ó más
41. El número de horas semanales que dediqué a actividades deportivas, tanto en la escuela como fuera de ella, durante los dos últimos años de estudios secundarios, fue de
- A ninguno
 - B entre 1 y 4 horas
 - C entre 5 y 9 horas
 - D entre 10 y 14 horas
 - E 15 ó más
42. Durante mi último año de escuela secundaria, el número de noches por semana que acostumbraba pasar en actividades sociales, fue de
- A menos de 1
 - B 1
 - C 2
 - D 3
 - E 4 ó más
43. El número de puntos que marqué en la pregunta anterior fue de
- A ninguno
 - B 1 a 7
 - C 8 a 14
 - D 15 ó más
44. Mi estatura actual es
- A 1.62 m. o menos
 - B 1.63 m. a 1.70 m.
 - C 1.71 m. a 1.79 m.
 - D 1.80 m. a 1.85 m.
 - E 1.86 m. o más

45. Mi peso actual es de
- A 65 Kg. o menos
 - B 66 Kg. a 75 Kg.
 - C 76 Kg. a 85 Kg.
 - D 86 Kg. a 95 Kg.
 - E 95 Kg. o más
46. De los 10 a los 20 años, en comparación con casi todos los otros muchachos, yo crecí
- A mucho más aceleradamente
 - B un poco más rápidamente
 - C en forma más o menos igual
 - D algo más lentamente
 - E mucho más lentamente
47. Durante mis últimos años de estudiante de secundaria, el promedio de días, por cada año, en que estuve ausente por enfermedad fue de
- A ninguno
 - B entre 1 y 5
 - C entre 6 y 10
 - D entre 11 ; 25
 - E más de 25
48. Mi condición física es
- A mala - necesito descanso o atención médica frecuentes
 - B regular - trabajo regularmente pero no siempre me siento del todo bien
 - C buena - tan buena como la de la mayoría de la gente
 - D excelente - puedo darle a cualquier trabajo
 - E perfecta - puedo dedicarme en cuerpo y alma a cualquier trabajo día y noche
49. De joven, recuerdo que mi familia inmediata
- A no siempre tenía lo absolutamente indispensable para ir viviendo
 - B sólo contaba con lo más necesario
 - C vivía confortablemente
 - D gozaba de sólida posición económica
 - E nadaba en la abundancia

50. Durante mis días de escuela secundaria, el dinero con que contaba mi familia era
- A menos que el de la mayoría de las familias de mis compañeros de clase
 - B más o menos igual que el de las familias de mis compañeros de clase
 - C un poco más que el de las familias de mis compañeros de clase
 - D mucho más que el de las familias de mis compañeros de clase
 - E no lo sé, o nunca recapacité en ello
51. El número de ciudades, pueblos o aldeas en los cuales viví durante mis primeros 18 años fue de
- A 1
 - B 2 a 4
 - C 5 a 8
 - D 9 o más
 - E no sé
52. El sector del pueblo o ciudad en que mi familia vivió por un período mayor mientras yo crecía fue
- A uno de los más distinguidos o exclusivos
 - B bueno pero no el mejor
 - C común y corriente (promedio)
 - D uno de los más pobres
 - E el más pobre
53. Durante mi último año de escuela secundaria
- A no tuve ningún amigo íntimo
 - B tuve uno o dos amigos íntimos
 - C tuve un pequeño número de amigos íntimos
 - D tuve muchos amigos íntimos
 - E casi todos mis compañeros del curso fueron mis amigos íntimos

54. Creo que hubiera sido muy deseable (no importa si ese fue realmente mi caso o no) que durante mi último año de la escuela secundaria, yo
- A no hubiera tenido ningún amigo íntimo
 - B hubiera tenido uno o dos amigos íntimos
 - C hubiera tenido un pequeño grupo de amigos íntimos
 - D hubiera tenido muchos amigos íntimos
 - E hubiera tenido a casi todos mis compañeros de curso como mis amigos íntimos
55. Cuando realicé mi primer viaje solo, de más de 150 Km., yo tenía
- A menos de 10 años
 - B entre 10 y 12 años
 - C entre 13 y 15 años
 - D entre 16 y 18 años
 - E 19 años, o más
56. Cuando comencé a fumar en forma regular yo tenía
- A menos de 14 años
 - B entre 14 y 16 años
 - C entre 17 y 19 años
 - D 20 años, o más
 - E nunca he fumado en forma regular
57. Cuando tomé mi primera bebida alcohólica fuera de casa, yo tenía
- A menos de 14 años
 - B entre 14 y 16 años
 - C entre 17 y 19 años
 - D 20 años, o más
 - E nunca he tomado bebidas alcohólicas
58. En comparación con la mayoría de las personas, en materia de atender a las gentes, o animar la conversación en reuniones sociales, se me puede catalogar como
- A óptimo
 - B entre los mejores
 - C por encima de lo normal
 - D normal
 - E menos que normal
 - F nunca he meditado mucho en esto

59. En comparación con la mayoría de la gente que conozco, yo puedo hacer nuevas amistades
- A mucho más fácilmente
 - B un poco más fácilmente
 - C me cuesta un esfuerzo igual
 - D con un poco más de dificultad
 - E con mucha más dificultad
 - F no he pensado mucho en ello
60. En lo que respecta a la conducción de automóviles, yo
- A no soy tan bueno como lo son la mayoría de los conductores
 - B soy tan bueno como la mayoría
 - C soy mejor que la mayoría
 - D soy uno de los mejores
 - E no manejo automóvil
61. En una lista de 100 personas ocupadas en el mismo tipo de trabajo en que yo me desempeño mejor, yo me clasificaría en
- A el 5% más alto
 - B el 20% superior, sin estar en el 5% de arriba
 - C la mitad superior, sin estar en el 20% de arriba
 - D en la mitad inferior
 - E no lo he pensado mucho
62. Creo que mayoría de mis compañeros tienden a pensar que yo soy
- A muy diferente a ellos en lo que respecta a mi yo emocional
 - B sólo un poco diferente a ellos en lo que respecta a mi yo emocional
 - C bastante similar a ellos en lo que respecta a mi yo emocional
 - D no he pensado mucho en ello

APPENDIX C

UPWARD MOBILITY THROUGH EDUCATIONAL ACHIEVEMENT
FACTOR LOADINGS FOR ALL ITEMS

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
1	-22	-52	-50
2	13	18	28
3	08	16	34
4	-17	-21	-11
5	-12	00	-11
6	00	-05	-16
7	-07	11	-18
8	03	-11	10
9	18	17	38
10	77	82	74
11	-21	-33	-26
12	-36	-43	-41
13	19	02	07
14	-23	-23	-44
15	82	77	59
16	70	73	58
17	71	72	69
18	76	59	46
19	59	55	54
20	63	63	53
21	68	76	55
22	78	78	55
23	72	76	67
24	69	60	50
25	84	72	58
26	79	82	60
27	73	72	55
28	65	72	53
29	04	-24	-13
30	09	10	20
31	-02	-03	-27
32	21	-10	-01
33	-21	-49	-42
34	-03	-09	07
35	-14	-13	-11
36	06	-05	09
37	-33	-61	-58
38	-32	-53	-52
39	-10	-21	-22
40	14	36	34

APPENDIX C (CONTINUED)

UPWARD MOBILITY THROUGH EDUCATIONAL ACHIEVEMENT
FACTOR LOADINGS FOR ALL ITEMS

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
41	23	40	50
42	18	29	40
43	28	36	42
44	13	13	18
45	05	23	20
46	-08	-06	-24
47	-02	17	07
48	16	32	36
49	29	06	23
50	11	11	21
51	-01	07	01
52	-11	04	-16
53	06	23	33
54	00	00	46
55	-11	-20	-05
56	-07	-22	23
57	-27	-40	-23
58	-17	-20	-31
59	-12	01	-41
60	13	18	14
61	-14	-39	-31
62	-07	-25	-15

APPENDIX D

SELF-DESCRIPTION IN TERMS OF THE WORLD OF REALITY
AND CONCRETE AREAS
FACTOR LOADINGS FOR ALL ITEMS

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
1	17	-39	04
2	-29	48	-17
3	-24	43	04
4	15	-22	-18
5	28	-19	10
6	12	-38	01
7	19	-05	08
8	11	-26	36
9	03	09	-41
10	18	-27	-41
11	01	-12	13
12	03	-23	06
13	09	15	17
14	-05	-10	46
15	13	-26	-21
16	09	-16	-24
17	02	-31	15
18	23	-26	18
19	12	-21	22
20	-02	-26	-22
21	-13	-21	-30
22	11	-25	-17
23	18	-17	-38
24	01	-35	09
25	15	-23	14
26	25	-12	02
27	23	-07	19
28	24	-11	18
29	-14	11	-31
30	02	-17	11
31	18	-36	-06
32	26	-35	-11
33	32	-49	00
34	-04	17	12
35	26	-34	-11
36	01	-53	00
37	29	-26	02
38	32	-21	-03
39	31	-38	-22
40	-32	37	22

APPENDIX D (CONTINUED)

SELF-DESCRIPTION IN TERMS OF THE WORLD OF REALITY
AND CONCRETE AREAS

FACTOR LOADINGS FOR ALL ITEMS

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
41	-25	34	12
42	-17	10	26
43	-40	24	33
44	-47	13	43
45	-40	14	42
46	38	-20	-42
47	-05	08	-16
48	-35	33	08
49	-44	26	-08
50	-25	22	-06
51	-14	34	26
52	46	-33	01
53	-07	32	22
54	-01	24	13
55	14	-23	02
56	30	11	-38
57	35	08	-33
58	34	-40	-20
59	33	-51	-03
60	-08	22	18
61	31	-38	01
62	03	-27	02

APPENDIX E

SELF-PERCEPTION OF PERSONAL ABILITY AND ACHIEVEMENT
 IN MORE ABSTRACT AREAS
 FACTOR LOADINGS FOR ALL ITEMS

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
1	05	-22	12
2	16	02	31
3	12	13	31
4	-12	-24	-01
5	-09	38	06
6	07	23	03
7	02	10	-07
8	-04	-33	-11
9	-02	29	-12
10	-08	-10	-03
11	50	-25	16
12	-07	-20	-13
13	-15	-02	-03
14	49	-06	30
15	02	00	29
16	-01	-15	-07
17	04	10	07
18	00	04	-02
19	02	-02	01
20	20	-02	22
21	20	08	18
22	07	-07	28
23	-01	-07	01
24	21	02	50
25	14	00	45
26	-05	-08	-03
27	00	-13	-06
28	-06	05	-07
29	21	18	00
30	-11	-10	-17
31	-10	28	-10
32	00	-09	42
33	47	-03	44
34	06	33	-02
35	29	-05	38
36	12	21	20
37	41	06	47
38	32	07	48
39	07	35	-08

APPENDIX E (CONTINUED)

SELF-PERCEPTION OF PERSONAL ABILITY AND ACHIEVEMENT
 IN MORE ABSTRACT AREAS
 FACTOR LOADINGS FOR ALL ITEMS

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
40	06	-12	-01
41	02	-44	15
42	11	-19	-01
43	-05	-02	02
44	14	29	19
45	16	15	42
46	-06	-17	-19
47	13	-06	-07
48	-12	-05	-36
49	27	-14	16
50	23	02	-02
51	14	20	-03
52	-19	-17	02
53	-11	-26	-06
54	-11	-05	08
55	05	-20	16
56	-17	-15	30
57	-17	-33	10
58	22	-06	36
59	23	09	30
60	-03	-09	-14
61	39	-07	44
62	13	-36	-15

APPENDIX F

ATTITUDE TOWARD FAMILY
FACTOR LOADINGS FOR ALL ITEMS

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
1	-30	24	-11
2	-30	37	17
3	-27	24	22
4	06	-18	-03
5	39	-06	-53
6	37	02	-57
7	23	14	-42
8	-02	-19	-31
9	-19	11	05
10	-11	13	-16
11	13	30	10
12	21	-18	-01
13	04	-04	-14
14	12	37	07
15	-04	13	-17
16	-07	17	-09
17	11	-04	-24
18	-12	39	-18
19	-07	34	-13
20	10	-12	-11
21	05	-15	-28
22	-08	00	-24
23	-03	17	-06
24	-01	15	01
25	-02	16	-15
26	12	00	-29
27	13	00	-32
28	10	-05	-34
29	-16	30	33
30	15	-54	-24
31	24	-47	-49
32	07	07	-09
33	11	16	-05
34	-02	16	10
35	03	06	00
36	09	-38	-25
37	-15	26	-02
38	-16	20	13
39	01	18	-43

APPENDIX F (CONTINUED)

ATTITUDE TOWARD FAMILY
FACTOR LOADINGS FOR ALL ITEMS

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
40	-04	-22	34
41	05	00	30
42	09	-02	02
43	16	-22	20
44	41	-18	-12
45	36	-23	01
46	-45	21	-07
47	-08	29	-07
48	05	10	01
49	-27	41	67
50	-14	43	43
51	00	-13	-04
52	25	-47	-56
53	00	-11	44
54	04	-13	36
55	-06	-04	-13
56	-11	00	10
57	-17	03	25
58	09	27	-21
59	13	03	-29
60	07	-33	02
61	10	18	-05
62	-05	-10	01

APPENDIX G

INTERPERSONAL RELATIONS
IN SOCIAL ACTIVITIES - SOCIABILITY
FACTOR LOADINGS FOR ALL ITEMS

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
1	19	08	05
2	04	01	-01
3	02	-26	-01
4	15	27	27
5	-03	16	-06
6	-05	15	05
7	-06	08	-13
8	00	09	00
9	-03	09	-09
10	00	05	-03
11	12	-01	-28
12	-04	-09	-22
13	01	10	03
14	03	-16	-04
15	00	-02	-07
16	05	-06	-29
17	-11	01	00
18	00	-03	-05
19	03	02	-08
20	-04	-03	-11
21	-03	-11	10
22	-05	02	00
23	-06	-12	05
24	-06	-19	06
25	01	-19	-13
26	13	16	05
27	16	18	07
28	13	01	09
29	00	-02	-27
30	02	-01	29
31	-07	-12	-26
32	11	-14	-29
33	13	-17	-03
34	03	17	-15
35	05	-18	37
36	02	-04	17
37	17	-31	-03
38	17	-36	-13
39	-22	31	-17

APPENDIX G (CONTINUED)

INTERPERSONAL RELATIONS
IN SOCIAL ACTIVITIES - SOCIABILITY
FACTOR LOADINGS FOR ALL ITEMS

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
40	21	-51	33
41	15	01	22
42	-04	-18	12
43	-02	-34	26
44	03	-14	-22
45	15	-35	-14
46	-06	22	31
47	-13	41	-15
48	17	-09	-24
49	-10	-09	-20
50	01	03	03
51	05	00	-21
52	03	13	-08
53	61	35	08
54	61	54	02
55	-05	27	18
56	04	-17	-18
57	23	-15	01
58	-04	-03	39
59	-20	-01	34
60	-03	-08	-08
61	08	-13	-06
62	-02	-20	24

APPENDIX H

ATTITUDES AND ORIENTATION TOWARD TASKS
FACTOR LOADINGS FOR ALL ITEMS

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
1	12	-09	16
2	07	-09	15
3	05	-02	08
4	-08	-24	23
5	-13	15	-02
6	-14	06	-06
7	-05	21	04
8	-05	24	-19
9	-08	37	-16
10	-09	-13	-11
11	-13	08	28
12	05	09	27
13	-26	08	-04
14	-20	-27	24
15	-06	-02	04
16	-02	-01	-15
17	-16	-04	05
18	15	04	=15
19	04	-15	-33
20	-16	-05	-03
21	-25	09	-17
22	-02	-16	10
23	-08	08	05
24	00	-05	34
25	-05	-04	29
26	21	20	33
27	32	07	37
28	36	10	16
29	08	-09	01
30	16	43	-01
31	-22	-16	06
32	07	08	04
33	00	08	-10
34	-04	25	-15
35	-05	-21	10
36	00	-10	-05
37	16	04	-10
38	20	13	-11
39	-07	09	16

APPENDIX H (CONTINUED)

ATTITUDES AND ORIENTATION TOWARD TASKS
FACTOR LOADINGS FOR ALL ITEMS

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
40	-02	18	-10
41	-12	12	-16
42	-15	23	-40
43	-09	15	-09
44	25	-05	-06
45	26	-05	-22
46	-27	22	27
47	-05	17	-26
48	-01	-30	17
49	-07	20	05
50	-10	-15	04
51	03	11	09
52	-07	02	-06
53	-27	-15	11
54	-32	-12	21
55	05	01	15
56	01	13	-04
57	09	08	-02
58	-11	19	-15
59	-05	-17	-13
60	-05	-35	13
61	03	-02	-07
62	03	-02	21

APPENDIX I

SELF-SUFFICIENCY - CAPACITY TO TAKE CARE OF ONE'S
 SELF AND PERSONAL LIFE
 FACTOR LOADINGS FOR ALL ITEMS

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
1	16	04	-11
2	28	-23	-49
3	34	-21	-20
4	-15	-08	-05
5	08	-15	-29
6	05	-17	-32
7	-01	-51	-23
8	22	-09	-07
9	00	28	27
10	-06	-14	03
11	03	21	14
12	-20	-14	13
13	-08	-22	22
14	16	13	05
15	01	-02	-18
16	04	-03	12
17	-21	-04	18
18	03	-10	05
19	02	03	11
20	-08	05	-23
21	-08	05	-13
22	-03	-06	05
23	-18	10	05
24	06	09	-07
25	03	14	04
26	05	01	09
27	09	09	08
28	20	00	33
29	-14	12	-08
30	19	14	14
31	23	03	-16
32	-20	-31	09
33	-02	24	15
34	-06	39	-03
35	-07	-12	-10
36	-08	-15	-01
37	-05	15	09
38	-04	06	18
39	15	-03	-20

APPENDIX I (CONTINUED)

SELF-SUFFICIENCY - CAPACITY TO TAKE CARE OF ONE'S
 SELF AND PERSONAL LIFE
 FACTOR LOADINGS FOR ALL ITEMS

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
40	-03	-05	-04
41	-10	06	04
42	04	20	-12
43	20	15	-39
44	-04	03	-08
45	-16	20	20
46	10	-09	-02
47	12	-04	-19
48	-07	02	12
49	-22	-10	-27
50	-21	01	-17
51	19	-08	-43
52	06	-07	32
53	03	31	14
54	14	32	22
55	-10	-05	33
56	-24	-27	05
57	-27	-22	35
58	-04	11	02
59	06	14	-09
60	17	-01	-34
61	00	19	02
62	03	21	-12

APPENDIX J

ACHIEVEMENT THROUGH CONFORMING BEHAVIOR
(MORE PERSONAL ACHIEVEMENT FOR AMERICANS OVERSEAS)
FACTOR LOADINGS FOR ALL ITEMS

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
1	-08	-04	-24
2	20	-12	-24
3	13	05	-28
4	03	-24	01
5	-04	-29	-01
6	01	-26	-04
7	-05	-16	-05
8	01	00	10
9	04	-02	-13
10	-01	12	06
11	-01	-35	06
12	-10	-21	10
13	01	-46	-22
14	-03	-68	-07
15	-08	01	21
16	-06	01	-04
17	03	-18	00
18	04	02	06
19	-03	28	21
20	-17	19	02
21	-06	-03	-02
22	00	05	01
23	00	01	09
24	-12	02	08
25	-12	03	-02
26	06	-16	-17
27	14	-15	-16
28	11	-34	-09
29	02	10	13
30	03	-09	-08
31	-13	-02	39
32	-03	11	-05
33	06	-12	-03
34	-04	13	04
35	31	-21	22
36	17	02	09
37	-36	-17	-23
38	-43	05	-22
39	07	-04	-01

APPENDIX J (CONTINUED)

ACHIEVEMENT THROUGH CONFORMING BEHAVIOR
(MORE PERSONAL ACHIEVEMENT FOR AMERICANS OVERSEAS)
FACTOR LOADINGS FOR ALL ITEMS

Item No.	Latin Americans	Americans Overseas	Americans in U. S .
40	05	-14	01
41	-04	-18	-20
42	-02	-04	-14
43	-02	-08	-06
44	07	-56	07
45	02	-48	-03
46	00	10	-26
47	-02	-29	-14
48	00	-14	02
49	09	01	08
50	08	-05	26
51	00	-01	05
52	-11	08	00
53	11	01	24
54	06	-20	22
55	26	-26	12
56	14	21	-05
57	17	-27	-11
58	30	-01	28
59	30	-03	06
60	05	-05	-24
61	05	-03	31
62	21	18	33

APPENDIX K

RATE OF MATURITY
FACTOR LOADINGS FOR ALL ITEMS

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
1	-03	07	25
2	-01	14	11
3	05	12	-04
4	11	-04	-06
5	-11	13	-15
6	-11	17	04
7	-13	03	-32
8	-03	-20	-18
9	-13	-05	-12
10	03	02	11
11	-39	14	-12
12	07	08	-37
13	-01	-12	-34
14	-31	23	-04
15	-05	00	-03
16	03	04	-02
17	-02	10	11
18	-11	-20	33
19	-08	-05	23
20	22	-05	-27
21	15	-15	-15
22	-09	19	12
23	06	-04	-04
24	-10	02	-01
25	-09	04	-04
26	01	20	08
27	03	-01	27
28	-02	-05	09
29	-09	-29	30
30	-02	10	-38
31	11	18	-25
32	09	-23	-10
33	02	17	-11
34	16	-08	-04
35	13	10	-35
36	22	-20	-03
37	15	-01	-09
38	09	18	08
39	16	04	18

APPENDIX K (CONTINUED)

RATE OF MATURITY
FACTOR LOADINGS OF ALL ITEMS

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
40	09	19	-19
41	-06	-21	-02
42	-16	14	-33
43	07	11	-12
44	05	-29	07
45	-02	-36	12
46	-01	28	-23
47	01	-03	-07
48	-15	-08	-12
49	01	-19	06
50	00	-09	-23
51	11	06	00
52	-12	-03	-22
53	14	09	-18
54	05	01	-10
55	-28	-20	04
56	-11	-08	-31
57	-24	-13	-10
58	13	-17	29
59	22	-28	23
60	-09	19	-07
61	03	10	-19
62	06	-16	11

APPENDIX L

PHYSICAL AND MENTAL HEALTH
FACTOR LOADINGS FOR ALL ITEMS

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
1	-09	04	-02
2	-06	14	09
3	-16	18	26
4	-04	-12	23
5	-21	09	-10
6	-27	-02	-04
7	-25	15	11
8	07	-05	13
9	-12	04	16
10	-09	-03	-11
11	12	-20	-08
12	12	28	17
13	-13	-11	-10
14	14	-08	-09
15	-03	07	-10
16	-14	-13	-11
17	-01	18	09
18	00	-18	30
19	11	-16	27
20	14	-04	-09
21	10	-07	02
22	-03	06	07
23	00	08	-07
24	15	06	-14
25	10	12	-04
26	-03	07	15
27	-01	13	02
28	00	07	03
29	02	13	-19
30	13	-06	02
31	-06	33	02
32	-04	32	23
33	04	14	02
34	04	11	15
35	-14	24	15
36	-24	10	00
37	-06	-01	14
38	-15	-01	18
39	03	-17	-14

APPENDIX L (CONTINUED)

PHYSICAL AND MENTAL HEALTH
FACTOR LOADINGS FOR ALL ITEMS

Item No.	Latin Americans	Americans Overseas	Americans in U. S.
40	-02	-02	03
41	-11	14	-21
42	-17	-10	-06
43	-05	-12	-03
44	-05	-08	-09
45	00	-01	-13
46	11	-19	01
47	-27	-01	-39
48	30	-10	43
49	-05	09	03
50	-22	00	25
51	05	-05	00
52	03	-26	-19
53	04	36	-11
54	-01	37	-23
55	-10	-07	-35
56	-01	24	02
57	00	01	-06
58	23	16	17
59	18	-11	03
60	-01	-14	-15
61	00	02	-02
62	-04	13	-08

APPENDIX M

INTERCORRELATION MATRIX FOR LATIN AMERICANS

Item														
No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1.0													
2	06	1.0												
3	08	45	1.0											
4	06	-16	-13	1.0										
5	-09	-20	-10	08	1.0									
6	-08	-05	-06	03	29	1.0								
7	05	-08	-04	07	21	26	1.0							
8	03	05	-06	-03	13	-07	-04	1.0						
9	-02	08	10	-04	-04	-04	04	06	1.0					
10	-08	06	01	-09	-06	00	02	00	20	1.0				
11	04	00	-05	00	01	12	12	-02	-05	-22	1.0			
12	-02	-24	-17	11	09	02	03	-07	-21	-36	05	1.0		
13	-10	-06	-05	06	05	03	02	-05	-02	21	-06	-06	1.0	
14	04	05	01	-07	08	10	03	-03	-05	-22	55	03	-01	1.0
15	-11	10	08	-15	-06	05	-02	05	15	68	-16	-28	22	-17
16	-05	10	11	-15	-06	05	01	07	11	66	-14	-31	17	-18
17	-25	-03	-06	-10	-05	07	-02	-01	13	53	-12	-18	23	-17
18	-11	09	06	-11	-07	02	-09	08	19	63	-15	-31	09	-20
19	-12	09	05	-10	-10	02	-05	02	09	46	-07	-23	04	-11
20	-15	04	03	-13	-08	00	-01	02	07	46	-11	-12	07	-08
21	-19	09	10	-15	-09	01	-05	05	14	47	-07	-16	13	-07
22	-12	15	04	-09	-04	00	-05	04	17	61	-11	-31	17	-16
23	-16	02	-04	-07	-06	00	-04	-04	12	66	-17	-25	18	-19
24	-09	08	02	-14	-09	-07	-09	04	10	49	01	-24	05	-03
25	-16	08	06	-14	-06	04	-09	03	15	65	-06	-28	14	-11
26	-12	01	-03	-06	01	04	03	07	11	61	-19	-24	13	-22
27	-11	04	02	-08	-02	03	00	01	09	53	-15	-22	08	-20
28	-04	04	03	-11	-03	-02	-01	05	07	46	-18	-22	11	-18
29	-07	08	01	-09	-14	-09	-09	00	02	-03	11	-09	-14	03
30	-02	-05	02	-03	00	-02	-02	03	-03	01	-05	03	07	-03
31	-04	-15	-02	04	23	14	14	13	00	03	-05	05	05	02

APPENDIX M (CONTINUED)

INTERCORRELATION MATRIX FOR LATIN AMERICANS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
32	-14	-08	-07	08	04	02	08	-05	05	20	-07	-02	12	-13
33	08	-08	-05	02	05	13	11	-01	-13	-17	32	04	-13	27
34	-01	02	-02	03	-04	07	-09	-10	-02	-02	-01	-06	03	02
35	07	-09	-01	12	09	03	04	00	-01	-04	15	-01	-01	05
36	-05	08	-05	01	01	12	03	-08	-02	05	-01	01	01	-06
37	25	-06	-02	05	03	-05	05	-01	-08	-22	18	15	-07	14
38	27	-10	-05	08	06	-01	09	01	-02	-22	15	10	-10	14
39	04	-07	-04	06	05	07	04	07	-05	-02	-02	02	00	04
40	-07	16	18	-06	-14	-07	-10	-01	03	01	-03	-02	-03	-06
41	-14	03	05	-02	-03	03	-05	-04	08	07	01	-12	13	-05
42	-08	05	03	-09	04	05	07	00	11	09	06	-03	03	08
43	-26	12	17	-06	-07	03	-09	02	03	09	-04	-08	09	-03
44	-18	14	07	-06	-03	10	-03	-05	-06	-05	05	-04	-06	02
45	-05	04	01	-08	01	04	-01	-07	-06	-04	07	07	-15	07
46	17	00	03	06	-02	-10	-04	09	12	04	00	-05	03	01
47	08	06	13	-09	03	05	-11	03	03	00	02	-01	06	02
48	-18	11	03	-04	-15	-10	-10	-01	04	08	03	-05	-02	02
49	-10	18	12	-15	-30	-11	-12	-06	10	19	-01	-13	00	06
50	-09	07	06	02	-12	-03	-02	-09	05	05	-01	-13	07	09
51	05	09	09	-07	-05	04	-14	03	-06	-05	08	-04	-05	10
52	04	-26	-23	02	32	17	11	10	00	-03	01	06	10	-01
53	07	03	00	-12	-04	-05	-11	02	-04	08	00	-04	11	-01
54	08	02	01	12	06	06	-04	09	01	02	02	-06	05	01
55	10	00	-02	00	06	09	00	09	03	-11	10	07	02	03
56	03	-09	-08	05	09	-03	02	04	10	06	-06	11	08	-12
57	21	-10	-10	14	08	-03	08	-05	02	-12	06	13	02	-06
58	00	-03	-08	08	13	06	06	01	-04	-09	11	09	02	16
59	-03	-02	-06	05	05	05	06	06	-05	-09	09	04	-04	10
60	-04	03	03	-08	03	-01	05	-05	-02	03	-06	-12	05	06
61	05	-10	-04	06	07	04	04	01	01	-09	19	03	-10	20
62	02	05	11	-05	04	-07	01	08	03	-03	03	01	-04	03

APPENDIX M (CONTINUED)

INTERCORRELATION MATRIX FOR LATIN AMERICANS

	15	16	17	18	19	20	21	22	23	24	25	26	27	28
15	1.0													
16	.63	1.0												
17	.63	.47	1.0											
18	.66	.56	.50	1.0										
19	.51	.40	.40	.60	1.0									
20	.51	.39	.51	.36	.36	1.0								
21	.55	.45	.55	.40	.32	.74	1.0							
22	.69	.54	.55	.62	.46	.49	.54	1.0						
23	.63	.55	.55	.57	.47	.46	.47	.60	1.0					
24	.60	.44	.53	.51	.45	.47	.48	.57	.45	1.0				
25	.74	.61	.58	.70	.55	.57	.59	.71	.61	.71	1.0			
26	.63	.51	.53	.67	.46	.45	.45	.59	.59	.49	.65	1.0		
27	.56	.48	.46	.62	.40	.39	.39	.51	.51	.46	.59	.84	1.0	
28	.49	.46	.38	.58	.40	.30	.30	.54	.41	.42	.54	.72	.80	1.0
29	-.01	-.03	.05	.06	.03	.02	.07	.04	-.01	.07	.09	.02	.02	-.02
30	.02	.01	.05	.09	.06	.04	.00	.03	.00	.07	.05	.16	.22	.21
31	-.05	.04	-.01	-.03	.00	.06	.02	-.08	.00	-.03	-.01	-.01	.02	.01
32	.18	.18	.14	.23	.19	.11	.08	.17	.25	.09	.22	.26	.26	.16
33	-.13	-.12	-.12	-.13	-.10	-.03	-.09	-.15	-.08	-.07	-.07	-.07	-.05	-.07
34	-.05	.01	-.07	-.06	-.07	.06	.06	-.03	.03	-.02	-.07	-.05	-.01	-.04
35	-.12	-.07	-.01	-.09	-.12	-.09	-.10	-.07	-.04	-.06	-.09	-.05	.02	-.04
36	.04	.11	.08	.00	.02	.02	.06	.03	.06	.01	.02	.06	.07	.07
37	-.21	-.22	-.27	-.17	-.12	-.09	-.18	-.18	-.24	-.13	-.16	-.20	-.17	-.14
38	-.20	-.13	-.28	-.15	-.13	-.16	-.26	-.19	-.17	-.16	-.15	-.16	-.15	-.14

APPENDIX M (CONTINUED)

INTERCORRELATION MATRIX FOR LATIN AMERICANS

	15	16	17	18	19	20	21	22	23	24	25	26	27	28
39	-04	-01	-05	-01	-02	-03	-08	-01	-03	-05	-03	-07	-09	-01
40	05	06	12	03	07	13	17	04	02	08	08	04	07	04
41	12	10	24	07	05	16	23	14	19	08	13	14	14	11
42	11	03	18	07	09	15	17	18	04	15	16	06	09	09
43	19	13	21	12	13	14	19	11	12	21	12	16	14	10
44	00	01	06	00	04	13	13	08	00	08	02	06	06	05
45	02	03	04	-04	-04	11	11	-01	-02	02	-02	00	01	01
46	-03	-04	-08	04	01	-04	-05	01	05	-08	02	-02	-06	-07
47	-03	-01	-03	-02	-10	01	02	-01	00	04	-01	-06	-08	-06
48	07	08	11	01	05	06	15	04	07	12	11	04	05	03
49	17	16	28	16	13	20	31	20	19	23	19	08	08	-03
50	03	07	11	05	01	03	12	11	08	05	03	01	00	-06
51	-01	04	-02	-03	-03	-01	06	-01	-08	-03	-04	00	02	01
52	-03	-08	-03	00	-03	-10	-18	-05	03	-09	-03	03	-01	04
53	04	07	-01	00	07	05	08	03	00	-03	02	06	05	02
54	02	03	-04	-03	00	01	04	-05	-05	-02	03	02	01	-01
55	-09	-09	-03	02	-07	-13	-08	02	-10	-04	-08	-05	-02	-01
56	-04	-04	00	04	03	-08	-10	01	04	-14	-07	-01	-03	00
57	-16	-12	-17	-07	-06	-27	-29	-18	-13	-23	-21	-11	-11	-07
58	-11	-16	-08	-08	-02	-04	-06	-06	-03	-09	-07	-09	-03	-05
59	-10	-09	-03	-02	-06	-01	-04	-06	-01	-03	-05	-04	-02	-01
60	08	02	12	03	09	03	06	09	05	12	10	11	09	13
61	-06	-09	-05	-04	-08	02	-07	-11	-06	01	-04	-01	01	-01
62	-05	-09	-04	-05	-06	-04	00	-07	00	-10	-12	-03	-02	-01

APPENDIX M (CONTINUED)

INTERCORRELATION MATRIX FOR LATIN AMERICANS

	29	30	31	32	33	34	35	36	37	38	39	40	41	42
29	1.0													
30	-.09	1.0												
31	-.13	.04	1.0											
32	.03	-.07	.03	1.0										
33	.05	.00	.00	.15	1.0									
34	.05	-.06	-.06	-.04	.01	1.0								
35	.00	-.03	.02	.02	.30	-.01	1.0							
36	.08	-.06	-.01	.05	.02	.04	.22	1.0						
37	.04	-.10	.03	.03	.29	.04	.14	.00	1.0					
38	.02	-.08	.01	.12	.24	.04	.10	-.01	.70	1.0				
39	-.10	.00	.01	.01	.20	.02	.08	.07	.04	.05	1.0			
40	.07	.00	-.10	.03	-.04	-.01	.04	.09	-.06	-.06	-.22	1.0		
41	.03	.02	.01	-.01	-.07	.00	-.05	.00	-.09	-.07	-.28	.26	1.0	
42	.08	.00	.06	-.08	-.09	-.05	.01	.05	-.10	-.14	-.04	.14	.18	1.0
43	-.09	.11	.04	.00	-.19	-.13	-.09	.05	-.25	-.23	-.09	.33	.20	.11
44	.05	.03	-.11	.00	-.13	.06	-.14	.07	-.13	-.15	-.08	.13	.08	.11
45	.02	.00	-.10	-.08	.00	.00	-.05	.04	-.06	-.11	-.21	.12	.09	.04
46	-.03	-.07	.07	.00	.05	.03	.07	-.10	.10	.12	.16	-.07	-.08	-.06
47	.05	-.09	-.01	-.11	.02	-.05	.02	.07	.07	.03	.09	-.04	-.02	.07
48	.04	.07	-.08	-.02	-.17	.01	-.21	-.12	-.19	-.22	-.24	.20	.19	.03
49	.20	-.08	-.21	-.06	-.08	.02	-.03	.01	-.12	-.14	-.12	.17	.17	.12
50	.11	-.07	-.11	.00	-.01	.02	.00	.06	.01	.00	-.10	.09	.15	.15
51	-.03	.11	-.03	-.11	.00	.08	.02	.03	.04	.02	.03	.06	.07	.07
52	-.15	.08	.19	.10	.13	.02	.02	-.11	.08	.13	.17	-.14	-.09	-.06
53	-.04	-.02	.00	.05	-.01	.05	-.03	.07	-.05	-.09	-.04	.09	.08	.03
54	-.03	-.04	.06	-.02	.01	.01	.02	.02	-.02	-.05	-.09	.11	.04	-.01
55	.08	-.03	-.11	-.03	.03	-.04	.12	-.01	.03	-.02	-.03	-.12	-.03	.02
56	-.08	-.02	-.04	.02	.03	-.07	.05	.03	.05	.05	.02	.00	-.07	-.04
57	-.04	-.04	-.14	.09	.12	-.07	.12	-.06	.11	.15	.04	-.09	-.11	-.16
58	-.09	-.06	.06	.03	.21	.03	.23	.00	.19	.08	.15	-.12	-.14	-.17
59	-.05	-.02	.14	.04	.18	.01	.24	.11	.14	.06	.22	-.09	-.16	-.08
60	-.05	.05	.07	.00	-.03	-.08	-.07	-.04	-.14	-.07	-.01	.05	.04	.06
61	-.02	.03	-.01	.08	.45	-.03	.31	.04	.26	.20	.17	-.07	-.07	.03
62	.00	.02	.07	.00	.11	-.01	.15	-.01	.02	.06	.00	.00	-.01	-.08

APPENDIX M (CONTINUED)

INTERCORRELATION MATRIX FOR LATIN AMERICANS

	43	44	45	46	47	48	49	50	51	52	53	54	55	56
43	1.0													
44	23	1.0												
45	13	55	1.0											
46	-14	-53	-47	1.0										
47	08	07	-04	-01	1.0									
48	17	17	19	-13	-19	1.0								
49	22	14	13	-09	05	10	1.0							
50	06	11	06	-05	06	02	45	1.0						
51	07	07	04	-07	01	04	11	02	1.0					
52	-16	-16	-13	09	-04	-10	-41	-22	-04	1.0				
53	04	05	02	-03	-03	11	00	05	03	00	1.0			
54	03	-04	02	02	-04	07	-10	00	-02	05	55	1.0		
55	-19	-05	-05	05	12	-09	-04	02	-16	05	-07	-03	1.0	
56	-23	-15	-11	17	-02	-05	-14	-11	-10	16	-03	-01	11	1.0
57	-32	-26	-09	17	-09	-04	-19	-07	-07	22	08	05	22	38
58	-19	-08	-06	14	-09	-10	-07	-06	02	14	01	00	12	11
59	-15	-02	-12	11	-03	-14	-18	-06	02	13	-11	-10	09	05
60	14	04	-07	-07	01	08	05	06	-06	-05	00	07	03	-14
61	-17	-07	00	06	05	-16	-17	-01	-02	08	-05	02	05	08
62	-10	-02	02	01	-01	-05	08	08	07	-03	01	-07	10	02

	57	58	59	60	61	62
57	1.0					
58	13	1.0				
59	02	49	1.0			
60	-09	-03	00	1.0		
61	04	16	16	-07	1.0	
62	02	09	10	09	06	1.0

APPENDIX N

INTERCORRELATION MATRIX FOR AMERICANS OVERSEAS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1.0													
2	-20	1.0												
3	-27	44	1.0											
4	22	-19	-32	1.0										
5	-03	04	06	12	1.0									
6	12	-05	-25	08	39	1.0								
7	-01	16	24	-09	20	21	1.0							
8	14	-28	-10	15	01	-10	09	1.0						
9	-22	-04	02	-23	08	-03	02	-03	1.0					
10	-29	05	11	-13	-07	03	14	01	06	1.0				
11	40	-01	-13	19	04	07	-06	18	04	-28	1.0			
12	33	-14	-19	28	92	15	01	14	-21	-36	14	1.0		
13	-08	05	01	05	08	09	24	07	09	05	02	08	1.0	
14	31	14	00	22	07	24	00	-17	-10	-17	52	19	20	1.0
15	-16	02	06	-21	03	00	19	06	09	76	-19	-38	-08	-09
16	-22	10	10	-09	-02	-01	08	-08	02	72	-13	-27	03	-09
17	-33	12	00	-08	12	12	12	-04	23	73	-17	-17	06	00
18	-13	07	-01	-18	05	13	17	04	13	58	-12	-27	05	-01
19	-25	15	-02	-08	-14	-04	-06	-08	08	60	-17	-31	-17	-13
20	-32	-11	-04	04	-03	-12	03	02	04	62	-27	-27	-15	-26
21	-33	-08	-02	-10	13	00	07	-01	09	61	-24	-34	02	-22
22	-33	06	07	00	-02	12	08	-10	05	75	-19	-22	-07	-13
23	-36	17	15	-19	01	-11	07	-02	15	69	-13	-33	-11	-12
24	-13	-04	-01	-11	08	-01	12	-06	17	53	-06	-13	-19	00
25	-20	-02	08	-19	00	-09	05	-16	17	60	-14	-19	-20	-05
26	-28	11	03	-10	17	11	15	-05	19	66	-22	-23	05	-07
27	-26	10	00	-09	-04	08	04	-02	16	62	-24	-13	10	-06
28	-36	09	02	-11	12	10	12	-06	13	51	-19	-12	16	-01
29	11	06	13	-02	-08	-07	-02	-08	22	-18	06	-05	-14	06
30	-09	-30	-26	11	11	02	-07	25	14	-02	-06	16	08	-19
31	02	-26	-10	10	28	14	-05	01	07	-01	-15	30	-19	-05

APPENDIX N (CONTINUED)

INTERCORRELATION MATRIX FOR AMERICANS OVERSEAS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
32	18	-03	-01	04	08	11	19	13	-15	06	-06	28	-07	-12
33	35	-27	-23	13	13	23	-09	15	-01	-32	33	36	-06	40
34	01	03	-01	-14	02	-16	-10	-17	43	-20	-01	-13	-14	-12
35	29	-13	02	17	03	17	17	07	-13	04	12	19	02	30
36	05	-32	-36	18	14	38	08	13	-10	00	-17	21	-10	-13
37	48	-10	-18	12	05	15	-09	-04	-09	-45	40	30	-11	42
38	39	-14	-03	-07	00	01	-06	-07	-07	-34	22	31	-12	23
39	21	-14	-13	11	22	29	06	03	11	-02	12	06	06	13
40	-37	27	29	-27	-11	-13	01	-09	03	09	-10	-10	07	-05
41	-23	24	04	-01	-23	-23	07	03	05	20	-05	-11	16	-01
42	-26	04	00	-14	-07	-01	-12	-08	05	17	05	08	03	-06
43	-43	06	21	-33	-10	07	-07	-01	06	17	-08	-26	00	-01
44	-26	10	09	08	22	-05	00	-04	10	-05	01	-02	24	22
45	-28	-09	05	-08	04	-09	-04	-10	07	00	-05	-07	26	14
46	24	-01	-11	14	01	18	09	07	04	09	25	-03	-17	01
47	-03	24	10	16	17	05	21	00	17	14	25	-16	10	15
48	-19	30	19	09	-14	-14	-02	-27	03	23	-03	-33	18	10
49	-08	24	24	-13	-14	-09	05	-04	07	-03	12	00	-09	06
50	-20	33	22	-08	-09	-05	-06	-22	-03	11	04	-24	15	16
51	-42	06	21	07	08	-09	11	-11	27	-10	-08	-04	00	-08
52	-08	-38	-32	25	00	09	-04	29	-09	18	00	-02	-03	-24
53	-15	17	07	-03	-10	-20	-11	-05	06	17	-08	-15	01	-14
54	-05	08	-10	10	06	03	-09	-05	08	-12	-01	04	06	02
55	23	-10	-40	33	10	08	10	33	-22	-12	09	28	13	14
56	04	02	03	01	-14	-18	00	01	-06	-10	-17	24	00	-16
57	18	03	-01	24	-06	-06	07	22	-04	-28	30	33	27	22
58	24	-15	-05	-02	06	16	-01	19	05	-06	22	15	-06	10
59	22	-31	-25	08	00	26	-23	08	-03	18	06	-04	-09	11
60	-23	08	16	18	-10	-23	20	-04	-09	14	-09	-03	-02	05
61	46	-30	-13	06	00	00	-03	14	01	-17	33	18	02	32
62	24	-27	-05	15	-18	-06	-20	30	-12	-14	15	18	-33	-02

APPENDIX N (CONTINUED)

INTERCORRELATION MATRIX FOR AMERICANS OVERSEAS

	15	16	17	18	19	20	21	22	23	24	25	26	27	28
15	1.0													
16	56	1.0												
17	64	51	1.0											
18	55	62	38	1.0										
19	41	54	40	63	1.0									
20	59	49	48	29	41	1.0								
21	66	65	58	42	30	72	1.0							
22	71	64	69	41	48	62	64	1.0						
23	65	66	63	57	54	57	59	66	1.0					
24	62	42	50	53	51	50	49	51	51	1.0				
25	74	53	54	58	44	49	53	65	64	83	1.0			
26	63	62	67	45	40	50	61	65	62	50	56	1.0		
27	51	57	61	44	38	40	50	51	56	35	44	83	1.0	
28	56	50	65	46	35	34	55	53	57	47	57	65	66	1.0
29	-19	-22	-19	04	01	-22	-24	-23	-14	-07	-05	-42	-32	-27
30	05	02	13	-10	-18	11	19	01	11	04	08	16	14	25
31	07	-12	27	-19	-16	07	04	14	-02	11	06	01	-04	03
32	-04	07	03	08	05	-01	03	-03	03	06	00	-10	-09	00
33	-25	-24	-17	-16	-13	-27	-35	-23	-16	-06	-17	-31	-25	-28
34	-14	-08	-08	-12	00	-05	00	-22	00	-15	-13	04	03	-04
35	08	-09	14	-09	-10	-02	-06	08	-05	10	06	-09	-07	03
36	-01	-10	15	01	03	17	16	09	-02	09	-07	-04	-03	-02
37	-34	-30	-30	-19	-28	-36	-35	-47	-32	-16	-25	-55	-49	-36
38	-31	-36	-31	-22	-22	-15	-32	-42	-26	-16	-20	-43	-43	-35

APPENDIX N (CONTINUED)

INTERCORRELATION MATRIX FOR AMERICANS OVERSEAS

	15	16	17	18	19	20	21	22	23	24	25	26	27	28
39	-03	-14	-01	05	05	00	-11	-10	-20	-11	-15	-07	-06	-10
40	10	24	21	-01	04	09	24	21	25	07	18	33	15	29
41	24	21	19	19	07	10	25	14	24	17	19	37	43	34
42	05	41	05	22	12	12	21	23	27	12	23	26	21	17
43	19	14	18	06	00	18	33	19	21	09	11	31	23	22
44	03	05	21	-04	-20	03	23	-03	14	-04	-01	07	09	31
45	18	05	10	01	-14	11	31	01	12	21	27	11	11	32
46	03	05	-02	-05	07	-03	-09	09	-01	05	-02	12	-09	-11
47	13	19	13	14	-02	06	11	12	22	02	09	24	15	18
48	10	30	16	18	17	-01	22	19	15	10	18	16	23	20
49	08	-03	-13	14	04	-01	-02	-02	10	08	09	03	06	02
50	12	00	-02	15	26	-02	-16	09	17	-02	08	04	11	04
51	-05	-14	-04	-08	-05	-09	04	06	-01	-12	-03	-01	-06	04
52	01	-05	13	-09	-01	19	10	13	03	10	04	01	01	00
53	11	02	09	-21	-04	10	08	19	11	01	12	24	29	06
54	-07	-15	02	-19	-18	-08	-15	-06	-03	-17	-10	06	16	08
55	-04	-08	-07	00	-07	-15	-15	-14	-11	-17	-16	-07	-04	04
56	-20	-12	-10	-15	-25	-16	-17	-20	-14	-20	-14	-23	-12	-27
57	-33	-30	-25	-26	-26	-27	-34	-31	-20	-26	-33	-29	-27	-24
58	-07	-09	01	00	10	-13	-07	-08	02	06	-06	-08	-07	-10
59	04	07	15	22	10	09	17	07	10	15	03	-01	11	08
60	00	13	14	-10	03	10	05	13	04	10	02	04	06	08
61	-19	-12	-17	-14	-03	-19	-19	-21	-10	-04	-17	-25	-24	-27
62	-14	-10	-19	-19	-07	05	-09	-05	-02	-13	-14	-22	-14	-26

APPENDIX N (CONTINUED)

INTERCORRELATION MATRIX FOR AMERICANS OVERSEAS

	29	30	31	32	33	34	35	36	37	38	39	40	41	42
29	1.0													
30	-.35	1.0												
31	-.05	.24	1.0											
32	.14	-.02	.09	1.0										
33	.04	.02	.21	.19	1.0									
34	.22	.00	-.16	-.13	.08	1.0								
35	.03	-.10	.12	.19	.32	-.16	1.0							
36	-.08	.19	.47	.32	.17	-.12	.21	1.0						
37	.28	-.03	.03	.19	.58	.09	.22	.09	1.0					
38	.11	-.04	.00	.12	.49	.03	.25	-.01	.69	1.0				
39	-.01	.00	.10	-.07	.20	.14	.08	.13	.16	.17	1.0			
40	-.16	.22	.02	-.10	-.28	-.13	-.07	-.18	-.23	-.14	-.42	1.0		
41	.03	.08	-.27	-.10	-.36	-.08	-.07	-.25	-.32	-.39	-.44	.33	1.0	
42	-.17	.19	-.13	-.09	.01	-.08	-.20	-.13	-.07	.01	-.20	.31	.27	1.0
43	-.22	.25	-.02	-.20	-.19	-.07	-.12	.00	-.18	-.13	-.29	.53	.22	.42
44	.07	.00	.10	-.09	-.18	.05	-.03	.05	.05	-.15	-.06	.22	.07	-.04
45	.03	.11	.09	-.11	-.14	-.07	.07	.06	-.01	-.14	-.18	.36	.21	.11
46	.03	.09	-.08	.05	.11	-.08	-.06	-.16	.07	.05	.18	-.06	-.07	-.05
47	.04	-.05	-.31	-.04	-.18	.10	-.02	-.18	-.07	-.12	.07	-.19	.21	.02
48	.01	-.14	-.19	-.17	-.26	-.02	-.10	-.14	-.18	-.34	-.31	.24	.28	.06
49	.14	-.19	-.33	.07	-.17	.01	-.20	-.29	.04	-.03	-.05	.05	.25	.02
50	.09	-.30	-.26	-.12	-.04	-.01	-.08	-.17	-.04	-.05	.04	-.09	.06	.06
51	.08	.02	.07	-.20	-.18	.13	-.19	-.13	-.25	-.14	-.05	.17	.08	.00
52	-.14	.36	.13	.09	-.01	-.32	-.01	.30	-.10	-.09	.02	-.07	-.02	-.06
53	.01	.02	-.06	-.14	-.20	.05	-.07	-.24	-.37	-.33	-.26	.07	.31	.12
54	.04	.03	.09	-.16	-.09	.15	-.11	-.11	-.14	-.29	-.05	-.20	.19	.02
55	-.04	.04	-.10	.07	.20	-.05	-.02	.13	.16	.00	.16	-.28	-.08	-.03
56	-.03	.07	-.03	.26	.06	.08	.06	.05	.17	.15	-.15	.00	.01	-.11
57	-.03	-.07	-.11	.07	.17	-.19	.15	-.09	.24	.26	-.04	.07	.01	-.19
58	.14	-.06	.02	.42	.47	.04	.09	.04	.31	.14	.30	-.20	-.07	-.05
59	.03	.03	.19	.22	.19	-.10	.09	.42	.13	.02	.33	-.29	-.19	-.11
60	-.20	.10	.12	-.15	-.25	-.18	-.01	-.13	-.19	-.22	-.26	.23	.02	.00
61	.02	-.07	.08	.08	.59	.13	.31	.06	.33	.37	.11	-.22	-.30	-.20
62	.07	.05	.16	.17	.34	-.10	.10	.14	.18	.13	-.08	-.08	.04	-.02

APPENDIX N (CONTINUED)

INTERCORRELATION MATRIX FOR AMERICANS OVERSEAS

	43	44	45	46	47	48	49	50	51	52	53	54	55	56
43	1.0													
44	09	1.0												
45	30	58	1.0											
46	-14	-24	-35	1.0										
47	-12	14	00	30	1.0									
48	22	08	23	-15	03	1.0								
49	08	-02	00	14	21	03	1.0							
50	09	-04	05	-05	09	20	33	1.0						
51	11	07	06	-06	06	22	10	-09	1.0					
52	02	-01	01	19	01	-21	-39	-33	-04	1.0				
53	09	-15	07	-09	21	21	-07	11	-03	01	1.0			
54	-04	04	-01	-15	29	-01	00	06	-05	-12	58	1.0		
55	-23	09	03	00	06	-10	-13	01	-15	12	-02	11	1.0	
56	-10	-23	-22	-06	-08	04	29	03	02	-10	-09	-19	-11	1.0
57	-12	09	07	-02	07	-07	22	01	04	03	-13	-08	16	30
58	-13	-11	-07	18	-04	-21	13	06	-19	01	-14	-05	16	-03
59	-04	08	04	-01	02	04	01	-03	-28	17	-20	-10	-01	-11
60	22	20	03	-11	-14	22	-12	-16	16	18	08	16	-14	-09
61	-29	-11	-16	09	-17	-20	-23	-08	-15	-02	-12	-19	11	-01
62	-01	-20	-04	-03	-24	-16	-03	-18	-16	10	-04	-07	09	02

	57	58	59	60	61	62
57	1.0					
58	06	1.0				
59	-07	34	1.0			
60	-01	-32	-04	1.0		
61	21	31	16	-22	1.0	
62	28	30	23	-17	28	1.0

APPENDIX O

INTERCORRELATION MATRIX FOR AMERICANS IN U. S.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1.0													
2	.03	1.0												
3	-.14	.43	1.0											
4	.10	-.02	.01	1.0										
5	.14	-.03	-.07	-.04	1.0									
6	.15	.02	-.08	.04	.46	1.0								
7	.08	-.05	.00	.02	.34	.30	1.0							
8	-.07	-.14	-.05	-.19	.27	.15	.26	1.0						
9	-.24	.03	.05	.06	-.17	-.26	-.08	-.10	1.0					
10	-.41	.22	.15	-.10	-.04	-.03	-.18	-.04	.48	1.0				
11	.10	-.15	.03	-.07	.08	-.04	-.01	.07	-.13	-.19	1.0			
12	.08	-.18	-.18	.02	.10	-.01	.10	-.02	-.14	-.38	.34	1.0		
13	-.04	-.17	.01	-.03	.07	.02	.04	.14	.08	.03	.03	.16	1.0	
14	.35	-.13	-.01	.02	.09	.08	.03	.10	-.41	-.49	.45	.23	.12	1.0
15	-.20	.22	.21	-.03	.12	.06	-.04	.10	.19	.55	-.13	-.29	-.01	-.29
16	-.29	.14	.08	-.19	-.02	-.05	-.17	.08	.37	.67	-.15	-.21	.11	-.31
17	-.28	.12	.13	-.11	.06	-.11	-.07	.25	.28	.51	-.16	-.30	.04	-.21
18	-.17	.02	.13	-.03	.01	.09	-.04	.27	.13	.32	-.10	-.25	.07	-.10
19	-.27	-.04	.06	-.13	-.04	-.02	-.13	.17	.17	.37	-.22	-.23	.03	-.18
20	-.31	.26	.17	-.05	.15	-.01	-.08	.06	.07	.43	-.13	-.16	-.03	-.33
21	-.25	.18	.27	.12	.06	.13	.04	.08	.30	.56	-.21	-.30	.12	-.36
22	-.23	.23	.29	-.07	.09	.05	-.03	.12	.26	.55	-.06	-.34	-.03	-.19
23	-.38	.20	.17	.01	-.04	-.10	-.10	-.12	.40	.66	-.14	-.24	.03	-.42
24	-.15	.32	.31	.02	-.04	-.11	-.03	-.07	-.02	.25	-.02	-.22	.00	.00
25	-.21	.27	.27	-.02	.00	-.03	.02	.01	.13	.30	.07	-.17	.09	.02
26	-.16	.18	.15	-.05	.03	.02	-.10	.06	.18	.42	-.11	-.10	.09	-.21
27	-.03	.09	.09	-.04	.06	.02	-.05	.08	.04	.33	-.14	-.21	.04	-.15
28	-.17	-.04	.04	-.02	-.04	.04	-.02	.15	.14	.38	-.16	-.19	.11	-.15
29	.03	.12	-.08	-.12	-.14	-.11	-.08	-.25	-.05	-.02	.03	-.08	-.18	-.04
30	-.15	-.04	.08	.09	.13	.05	.20	.09	.20	.10	-.09	.04	.25	-.15
31	.07	-.17	-.35	.05	.36	.31	.35	.24	-.13	-.10	.03	.30	.02	.05

APPENDIX O (CONTINUED)

INTERCORRELATION MATRIX FOR AMERICANS IN U. S.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
32	-05	14	07	07	04	04	-10	-07	07	01	14	17	-05	06
33	30	-05	-12	-08	-04	-02	21	-09	-11	-34	05	24	-03	31
34	-16	-07	13	04	-01	-09	00	05	09	-02	00	00	-06	02
35	00	10	02	22	07	10	03	-06	-08	-09	03	10	06	11
36	00	-04	-03	08	-03	15	06	09	03	10	-23	-04	-06	03
37	35	02	-02	04	10	07	16	-06	-24	-50	12	12	07	40
38	34	08	00	05	06	-06	-05	-08	-07	-43	22	11	01	33
39	20	03	-13	-02	23	27	31	-08	-12	00	03	07	-03	-11
40	-21	09	14	-01	-07	-17	-22	11	08	05	-14	-12	12	-09
41	-23	19	26	-16	-12	-14	-26	04	10	28	-08	-31	01	-08
42	-29	10	12	-23	05	-10	02	28	08	22	-18	-17	24	-14
43	-23	27	26	-05	-03	-09	-07	11	-06	13	-14	-24	01	-03
44	-10	15	08	-17	07	05	05	07	-07	02	01	-03	08	05
45	-09	-04	15	-17	00	-08	-14	-01	-07	04	00	-18	19	17
46	12	00	-11	26	07	05	15	-03	09	-04	01	12	11	07
47	02	11	-15	-04	11	12	03	-02	14	11	-05	-16	05	-12
48	-26	03	18	03	-12	-17	12	15	24	14	-10	09	08	-28
49	-11	31	31	-06	-27	-35	-26	-15	08	14	15	-11	-16	03
50	-26	09	06	09	-29	-25	-07	-03	15	03	-01	06	-05	-12
51	14	16	05	-01	21	02	04	06	-08	-06	08	06	-07	13
52	-03	-37	-31	-08	28	22	27	15	-04	-07	18	13	13	02
53	-28	04	16	-12	-23	-36	-09	04	-01	07	-01	-09	-05	-02
54	-26	08	14	-08	-25	-36	-21	02	10	20	01	-17	05	-08
55	-01	-20	-17	09	00	-04	-13	-08	-02	03	05	-01	15	18
56	-14	21	23	-09	-05	-11	-02	-11	26	25	-07	08	11	-22
57	05	-10	-01	01	-20	-18	-17	-27	19	-08	22	13	01	05
58	27	01	-07	09	10	16	-07	02	-16	-07	00	-06	-22	00
59	25	00	-08	08	18	25	08	04	-21	-22	00	-07	-02	11
60	-04	12	08	01	05	09	09	03	-02	01	-10	-08	11	04
61	09	-10	00	04	11	09	16	-04	-13	-21	21	05	-01	30
62	01	06	-22	08	10	00	-16	-03	-21	-07	01	14	-02	08

APPENDIX O (CONTINUED)

INTERCORRELATION MATRIX FOR AMERICANS IN U. S.

	15	16	17	18	19	20	21	22	23	24	25	26	27	28
15	1.0													
16	39	1.0												
17	40	39	1.0											
18	23	17	47	1.0										
19	27	23	47	69	1.0									
20	47	34	29	04	22	1.0								
21	42	33	33	27	32	58	1.0							
22	40	41	44	31	24	30	38	1.0						
23	53	43	40	26	27	37	48	42	1.0					
24	43	10	44	20	16	39	33	41	35	1.0				
25	45	28	48	37	34	34	38	44	34	74	1.0			
26	37	33	46	25	28	31	29	39	43	26	39	1.0		
27	30	25	50	26	28	19	17	34	33	29	42	79	1.0	
28	28	21	58	30	35	12	17	38	30	24	32	55	57	1.0
29	07	01	-18	-01	-11	-12	-16	-12	01	-01	-09	-17	-20	-23
30	00	02	21	02	02	06	19	05	18	00	09	16	16	29
31	05	-05	-14	-14	-11	03	00	-09	-14	-14	-14	-05	-10	-04
32	10	03	10	-04	03	32	13	15	-05	09	16	07	-08	03
33	-08	-25	-22	-22	-19	-19	-19	-14	-25	-04	-04	-22	-23	-12
34	-06	09	05	08	14	-10	02	-04	04	-09	03	07	00	-02
35	07	-17	-11	-17	-14	10	09	08	-03	18	11	-05	-15	-12
36	15	09	08	03	12	11	24	10	04	13	18	12	11	-01
37	-24	-28	-40	-28	-27	-17	-28	-20	-40	-16	-13	-25	-30	-30
38	-23	-22	-23	-16	-18	-19	-28	-16	-41	-13	-11	-33	-34	-38

APPENDIX O (CONTINUED)

INTERCORRELATION MATRIX FOR AMERICANS IN U. S.

	15	16	17	18	19	20	21	22	23	24	25	26	27	28
39	-01	-09	-10	-01	-12	-04	05	-02	-04	-09	-01	-03	05	-07
40	05	-09	15	10	18	13	13	05	21	17	02	16	03	09
41	28	25	26	12	13	23	19	18	33	33	27	22	21	19
42	20	22	30	13	27	26	19	00	12	13	18	15	10	15
43	24	07	16	20	22	20	17	09	15	21	23	14	16	13
44	03	00	18	12	14	02	01	11	05	25	23	14	15	10
45	09	08	20	10	27	02	07	16	-02	24	28	08	12	18
46	-11	-10	-15	-19	-40	-06	00	-02	-01	-14	-20	-03	-17	-12
47	10	13	-12	-02	04	19	17	07	10	-10	-01	-05	-11	-06
48	12	24	22	28	25	05	05	16	19	01	15	31	20	27
49	18	08	-01	06	04	12	00	03	12	18	08	-08	-10	-22
50	12	06	04	00	09	11	06	-04	07	11	09	09	-06	-13
51	15	-09	03	-02	-08	04	-04	-10	-08	-01	02	-01	03	-09
52	01	03	05	-10	-06	02	10	-06	-03	-09	07	10	00	15
53	10	15	15	-05	13	16	02	04	17	19	13	-04	03	05
54	26	21	26	04	12	22	04	21	20	34	33	20	22	26
55	02	-04	11	00	-09	-10	-01	04	-05	16	16	-10	02	14
56	35	25	00	-09	-04	28	15	22	36	14	17	10	00	04
57	-18	-20	-20	-15	-24	-15	-01	-16	09	-11	-16	-19	-31	-15
58	04	-25	-16	-06	-07	-10	02	07	-03	-11	-19	-12	-12	-17
59	-12	-36	-15	-07	-15	-28	-04	-07	-27	-08	-17	-16	-14	-13
60	03	-04	08	-03	-03	11	06	-08	-01	11	13	06	12	01
61	05	-19	-18	-18	-07	-09	-08	-05	-12	10	01	-33	-34	-18
62	-01	-13	-15	-09	-06	-21	-21	-05	05	-08	-15	-01	-03	-18

APPENDIX O (CONTINUED)

INTERCORRELATION MATRIX FOR AMERICANS IN U. S.

	29	30	31	32	33	34	35	36	37	38	39	40	41	42
29	1.0													
30	-.40	1.0												
31	.03	.03	1.0											
32	-.12	-.16	.10	1.0										
33	.07	-.06	.08	.15	1.0									
34	-.10	-.08	-.04	-.01	.06	1.0								
35	-.17	.03	.14	.03	.25	-.07	1.0							
36	-.20	-.07	.06	.09	.17	.01	.09	1.0						
37	.04	-.16	.07	.25	.49	-.08	.22	.04	1.0					
38	.10	-.23	-.12	.34	.36	-.06	.09	-.09	.72	1.0				
39	.05	-.04	.25	-.07	.11	-.04	-.13	.03	.02	-.04	1.0			
40	-.12	.06	-.28	-.02	-.19	.03	.09	.02	-.21	-.17	-.41	1.0		
41	.05	.05	-.45	-.15	-.11	.02	-.01	.05	-.20	-.20	-.53	.37	1.0	
42	-.21	.25	.09	-.10	-.06	.12	.05	.05	-.10	-.22	-.27	.26	.44	1.0
43	-.18	.17	-.27	-.12	-.17	.03	.10	.01	-.21	-.33	-.19	.39	.34	.44
44	-.18	.13	.09	.08	-.05	.06	-.11	.08	-.06	-.05	.01	.11	.02	.08
45	-.13	-.04	-.16	.11	.14	.07	-.03	.12	.12	.11	-.16	.14	.26	.12
46	.01	.06	-.02	-.08	-.02	-.11	.13	.03	.09	.05	.13	-.04	-.14	-.15
47	.11	.10	.03	-.03	-.02	-.08	-.14	-.06	-.04	-.04	.16	-.02	.01	.11
48	-.04	.16	.06	-.02	-.25	-.02	-.18	-.05	-.24	-.26	-.17	.06	.02	.01
49	.36	-.30	-.32	.02	-.11	.17	.01	-.09	-.18	-.02	-.22	.21	.27	.07
50	.13	-.02	-.07	-.02	-.10	.14	.28	.01	-.17	-.07	-.21	.26	.08	.14
51	-.08	.00	.16	.12	-.05	.07	-.13	-.03	-.12	-.15	.01	.00	-.05	.05
52	-.15	.13	.22	.11	.17	-.10	-.02	.24	.15	.08	.18	-.20	-.09	.03
53	-.05	.19	-.29	-.11	-.13	-.04	-.09	-.03	-.18	-.11	-.26	.35	.22	.09
54	.03	.15	-.25	-.09	-.14	.05	-.02	-.06	-.26	-.19	-.18	.31	.24	.07
55	-.05	.01	.06	.09	.04	-.02	.06	.17	-.03	.06	.03	-.08	-.02	-.13
56	.03	-.05	.02	.20	.12	.04	.17	.06	.06	.04	-.05	.10	.14	.13
57	.21	.03	-.06	.08	.24	-.10	.06	-.09	.18	.17	-.02	.02	.02	-.20
58	-.02	.03	.07	.08	.31	-.15	.22	.19	.29	.26	.12	-.17	-.13	-.22
59	.01	-.03	.13	.05	.30	-.02	.16	.10	.27	.28	.27	-.15	-.24	-.16
60	-.06	-.06	-.04	-.08	-.13	.14	-.16	.16	-.20	-.21	.10	.10	.04	.07
61	.06	.02	.23	.12	.36	.11	.30	.00	.34	.23	-.03	-.13	-.22	-.13
62	.03	-.09	.10	-.20	-.15	-.15	.13	.03	-.01	-.04	.03	.06	-.07	-.10

APPENDIX O (CONTINUED)

INTERCORRELATION MATRIX FOR AMERICANS IN U. S.

	43	44	45	46	47	48	49	50	51	52	53	54	55	56
43	1.0													
44	09	1.0												
45	06	50	1.0											
46	-20	-47	-50	1.0										
47	09	09	-02	01	1.0									
48	05	00	-05	-08	-12	1.0								
49	24	00	07	-09	-01	04	1.0							
50	21	-05	-06	-01	02	14	51	1.0						
51	23	18	04	-22	00	04	07	-04	1.0					
52	-30	-03	06	08	06	03	-47	-30	-06	1.0				
53	27	02	07	-19	-09	25	19	21	-02	-22	1.0			
54	17	10	13	-21	09	14	31	26	-10	-22	65	1.0		
55	-08	-06	07	07	-03	-25	-15	-18	-19	15	00	16	1.0	
56	-02	-09	06	-01	01	-05	21	08	-09	-05	00	13	-05	1.0
57	-25	-15	-05	16	-04	-10	08	-03	-22	05	-02	-02	04	16
58	-21	-06	-01	-03	-18	-31	-20	-12	-05	06	-16	-15	02	-08
59	-08	-02	04	12	-05	-38	-19	-09	-07	15	-38	-29	22	-20
60	22	12	04	09	08	07	17	13	21	-08	02	-01	-01	-14
61	-16	08	10	-03	-05	-23	00	-06	-01	11	-08	-04	09	12
62	-02	-02	-13	13	-11	-05	-05	-04	12	04	07	-13	03	-13

	57	58	59	60	61	62
57	1.0					
58	10	1.0				
59	08	58	1.0			
60	-06	-38	-04	1.0		
61	09	20	28	-17	1.0	
62	-15	14	02	-11	-01	1.0

VITA

Frank Paul Cassens was born in New Orleans, Louisiana, on July 12, 1918. He attended public schools in New Orleans and was graduated from Warren Easton High School in 1934. He received the Bachelor of Arts degree in Psychology from Tulane University in 1938 and the Master of Science degree in Psychology from Tulane University in 1942.

From 1942 to 1945, he was with the Personnel Research Branch of the Adjutant General's Office of the United States Army as a civilian Psychologist. From 1945 to 1948, he was a Counselor at Ohio State University, Columbus, Ohio. From 1948 to 1955, he held various positions in Training and Personnel Research, with the Lago Oil and Transport Company, Ltd., in Aruba, Netherlands West Indies. Since 1955, he has been with the Baton Rouge Refinery of the Humble Oil and Refining Company as Industrial Psychologist.

He is a member of the American Psychological Association, Southeastern Psychological Association and Louisiana Psychological Association, a Fellow of the American Association for the Advancement of Science, a Professional Member of the National Vocational Guidance Association (Division of the American Personnel and Guidance Association) and a

member of the Industrial Relations Research Association.

He is a licensed Psychologist in the State of Louisiana.

EXAMINATION AND THESIS REPORT

Candidate: Frank Paul Cassens

Major Field: Psychology

Title of Thesis: Cross Cultural Dimensions of Executive Life History
Antecedents (Biographical Information).

Approved:

Roland L. Faye

Major Professor and Chairman

Max Goodrich

Dean of the Graduate School

EXAMINING COMMITTEE:

Joseph M. Dawson

J. A. Berg

Paul R. Butler

James E. Helmick

Date of Examination:

December 16, 1965